



History and Social Science
Standards of Learning
Enhanced Scope
and Sequence

Virginia and United States Government

Commonwealth of Virginia
Department of Education
Richmond, Virginia
2004

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Introduction

The *History and Social Science Standards of Learning Enhanced Scope and Sequence* is a resource intended to help teachers align their classroom instruction with the History and Social Science Standards of Learning that were adopted by the Board of Education in March 2001. The History and Social Science Enhanced Scope and Sequence is organized by topics from the original Scope and Sequence document and includes the content of the Standards of Learning and the essential knowledge and skills from the Curriculum Framework. In addition, the Enhanced Scope and Sequence provides teachers with sample lesson plans that are aligned with the essential knowledge and skills in the Curriculum Framework.

School divisions and teachers can use the Enhanced Scope and Sequence as a resource for developing sound curricular and instructional programs. These materials are intended as examples of how the knowledge and skills might be presented to students in a sequence of lessons that has been aligned with the Standards of Learning. Teachers who use the Enhanced Scope and Sequence should correlate the essential knowledge and skills with available instructional resources as noted in the materials and determine the pacing of instruction as appropriate. This resource is not a complete curriculum and is neither required nor prescriptive, but it can be useful instructional tool.

The Enhanced Scope and Sequence contains the following:

- Units organized by topics from the original History and Social Science Scope and Sequence
- Essential understandings, knowledge, and skills from the History and Social Science Standards of Learning Curriculum Framework
- Related Standards of Learning
- Sample lesson plans containing
- Instructional activities
- Sample assessment items
- Additional activities, where noted
- Sample resources

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Organizing Topic

Origins and Foundations of American Government

Standard(s) of Learning _____

- GOVT.2 The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional government by
- a) describing the development of Athenian democracy and the Roman republic;
 - b) explaining the influence of the Magna Carta, the English Petition of Rights, and the English Bill of Rights;
 - c) examining the writings of Hobbes, Locke, and Montesquieu;
 - d) explaining the guarantee of the rights of Englishmen set forth in the charters of the Virginia Company of London;
 - e) analyzing the natural rights philosophies expressed in the Declaration of Independence.

Essential Understandings, Knowledge, and Skills _____

	<i>Correlation to Instructional Materials</i>
Skills <i>(to be incorporated into instruction throughout the academic year)</i>	
Analyze primary and secondary source documents.	_____
Create and interpret diagrams, tables, and charts.	_____
Distinguish between relevant and irrelevant information.	_____
Identify a problem and prioritize solutions.	_____

Content

Explain what democratic elements of the United States constitutional system evolved from Athens and Rome:

- Athens—Direct democracy _____
- Rome—Indirect democracy/republic _____

Using the following information, explain that the United States constitutional system incorporated ideas from the Magna Carta, the English Petition of Rights, and the English Bill of Rights:

Magna Carta

- Limited power of government _____
- Fundamental rights _____
- Trial by jury _____
- Due process of law _____

English Petition of Rights

- Early document supporting idea that men have rights and establishing concept of rule of law _____
- Included basic rights
 - Guarantee of trial by jury _____
 - Protection against martial law _____
 - Protection against quartering of troops _____
 - Protection of private property _____

English Bill of Rights

- Limited power of the monarch
 - No standing army in peacetime
 - Free elections
 - Right of petition
 - Parliamentary checks on power

Using the following information, analyze the fundamental principles of government and law developed by leading European political thinkers—Thomas Hobbes, John Locke, and Montesquieu—that may be found in the Constitution of Virginia, the Declaration of Independence, and the Constitution of the United States of America.

Fundamental political principles

- Limited government—John Locke, Thomas Hobbes (Constitution of Virginia, Constitution of the United States of America, Declaration of Independence)
- Government's authority coming only from the consent of the governed—John Locke (Declaration of Independence, Constitution of the United States of America)
- Separation of powers—Montesquieu (Constitution of the United States of America, Constitution of Virginia)

Explain that the charters of the Virginia Company of London extended the rights of Englishmen to the colonists.

Using the following information, explain how the natural rights philosophy of John Locke and Jean-Jacques Rousseau are expressed in the Declaration of Independence:

- Rousseau believed that all men are equal.
- Locke believed that government is based on an agreement between people and their rulers ("social contract"). He felt that people have the right to life, liberty, and property.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“Athenian Daily Life: Politics.” City University of New York, Brooklyn College.

<<http://depthome.brooklyn.cuny.edu/classics/dunkle/athnlife/politics.htm>>. This site provides information on Athenian democracy.

“The Avalon Project at Yale Law School.” <<http://www.yale.edu/lawweb/avalon/medieval/magna.htm>>. This site provides a plain-text copy of the Magna Carta, along with definitions of legal or old English terms.

“Charles-Louis de Secondat, Baron de Montesquieu.” New Advent.

<<http://www.newadvent.org/cathen/10536a.htm>>. This site provides biographical information on the French writer and philosopher Montesquieu.

“Comparison of American and English Bill of Rights.” Central Michigan University.

<http://www.chsbs.cmich.edu/timothy_hall/bofr/comparison.htm> This site compares amendments to the American Bill of Rights and selected articles of the English Bill of Rights.

“English Bill of Rights, 1689.” *Montauk Magazine*. <http://www.montauk.com/history/1689_bill_intro.htm>. This site traces the history of the English Bill of Rights.

“English Petition of Rights” and “English Bill of Rights.” The Founders’ Constitution <<http://press-pubs.uchicago.edu/founders/>>. This site offers many documents related to the fundamental elements of the U.S. Constitution and the basis for political authority.

“Internet Ancient History Sourcebook: Rome.” Fordham.

<<http://www.fordham.edu/halsall/ancient/asbook09.html>> This site provides information on Rome and its political history.

“John Locke (1632-1704).” Oregon State. <<http://oregonstate.edu/instruct/phl302/philosophers/locke.html>>. This site provides biographical information on the philosopher John Locke.

“The Magna Carta (The Great Charter).” <<http://www.fordham.edu/halsall/source/magnacarta.txt>>. This site provides a translation of the Magna Carta.

“Thomas Hobbes, 1588-1679.” New School University. <<http://cepa.newschool.edu/het/profiles/hobbes.htm>>. This site provides biographical information on the philosopher Thomas Hobbes.

The University of Oklahoma Law Center. This site contains the texts of the three charters granted to the Virginia Company of London:

- “The First Virginia Charter.” <<http://www.law.ou.edu/hist/vchart1.html>>
- “The Second Virginia Charter.” <<http://www.law.ou.edu/hist/vchart2.html>>
- “The Third Virginia Charter.” <<http://www.law.ou.edu/hist/vchart3.html>>

“The Virginia Company of London: Success or Failure?” Colonial National Historical Park.

<<http://www.nps.gov/colo/Ithanout/VACompany.html>>. This article offers a short history of the Virginia Company as a business venture and as an instrument of English exploration and influence in the New World. The Web site is a good source of background information for both Jamestown and The Virginia Company of London.

Youth Leadership Initiative. <<http://www.youthleadership.net/youthleadership>>. This Web site, supported by The University of Virginia Center for Politics, is an excellent resource for a variety of governmental topics. There are lessons devoted to the political philosophers that influenced the Founders, such as Blackstone, Hobbes, Locke, Montesquieu and Rousseau. The lessons come ready to download and include pictures that help to explain their respective philosophies. The site does require teacher registration to gain access to the material, but it is free of charge.

Session 1: Political Theory through the Ages

Materials

- Political Theory through the Ages (Attachment A) (one copy per student)
- Internet access

Instructional Activities

NOTE: The following Web sites may be helpful in the study of philosophies underlying the U.S. Constitution:

- Magna Carta with accompanying definitions: The Avalon Project at Yale Law School, <http://www.yale.edu/lawweb/avalon/medieval/magna.htm>
 - English Petition of Rights and English Bill of Rights: The Founders' Constitution, <http://press-pubs.uchicago.edu/founders/>
1. On the board, create a flowchart to help the students visualize the theoretical history that the Founding Fathers were able to draw from. The flowchart provides students with a base of knowledge needed to see the connections between each of the following assignments.
 - The scope of this exercise may be expanded greatly by using the flowchart and the information in Attachment A to examine the Declaration of Independence and the United States Constitution, searching for passages from both documents that exhibit the philosophies expressed in the handout. This would be a great group and long-term assignment, requiring students to work through each of the documents to determine the origin of the underlying thinking.
 2. Divide the class into equal groups, and give each student a copy of the Magna Carta and the definitions. Divide the 63 sections of the Magna Carta among the groups. Have groups develop a chart identifying the content of each section of the document and to whom the section applies. This may take a good deal of time, 45 minutes to an hour.
 - This activity may be expanded by having students compare the Magna Carta to the U.S. Bill of Rights. Have students determine where similarities exist between the two documents. These relevant passages may be displayed in a chart. The activity could be further expanded to include comparisons among the Magna Carta, the English Petition of Rights, the English Bill of Rights, and the U.S. Bill of Rights.

Session 2: Influence of Locke, Hobbes, and Montesquieu _____

Materials

- Internet access

Instructional Activities

NOTE: The following Web sites may be helpful in the search for the philosophies of Locke, Hobbes, and Montesquieu in fundamental documents of American government:

- “John Locke,” “Thomas Hobbes,” and “Baron de Montesquieu.” *Youth Leadership Initiative*. <<http://www.youthleadership.net/youthleadership>>
- “Virginia Constitution of 1776,” “Declaration of Independence,” and “United States Constitution.” Founders’ Constitution. <<http://press-pubs.uchicago.edu/founders/>>

1. Divide the class into six teams (two teams will be working on the same document). Have students examine the political principles of limited government, consent of the governed, and separation of powers and determine where these principles are present in the following three documents: Virginia Constitution of 1776, the Declaration of Independence, and the United States Constitution.

NOTE: This can become a lengthy but valuable exercise as students link the principles with the words from the three documents.

2. Have the class create a chart that links the phrases and concepts from the three documents so they can also understand better how three documents, written close together and in some cases by some of the same writers, were influenced to such an extent by the writings of Locke, Hobbes and Montesquieu.

Session 3: The Role of the Virginia Company of London

Materials

- Internet access

Instructional Activities

1. Introduce the charters of the Virginia Company of London by having students examine the article “The Virginia Company of London: Success or Failure?” available from the Colonial National Historical Park. (Provide a copy, or direct students to the Web site <<http://www.nps.gov/colo/Jthanout/VACompany.html>>.)
2. Divide the class into groups, and have them examine the charters to see how many names they are familiar with. Instruct them to focus on the second and third charters. This is a way for them to see that names that they may see on a daily basis are found in these early charters of the founding of Virginia. The activity may be carried further by having the students construct a chart of the different types of occupations and their numbers that are included in the lists of the second and third charters.

NOTE: This reading can be a bit advanced, so teachers who are going to use the copies of the actual documents may wish to provide excerpts to prove the relevant points.

Session 4: Comparison of Philosophers

Materials

- Internet access

Instructional Activities

NOTE: The following Web sites may be helpful in the study of the foundations of American government:

- *The Avalon Project at Yale Law School*. <<http://www.yale.edu/lawweb/avalon/medieval/magna.htm>>.
 - *Colonial National Historical Park*. <<http://www.nps.gov/colo/Jthanout/VACompany.html>>.
 - “The Founders' Constitution,” <<http://press-pubs.uchicago.edu/founders/>>.
 - *The University of Oklahoma Law Center*
 - “The First Virginia Charter.” <<http://www.law.ou.edu/hist/vchart1.html>>.
 - “The Second Virginia Charter.” <<http://www.law.ou.edu/hist/vchart2.html>>.
 - “The Third Virginia Charter.” <<http://www.law.ou.edu/hist/vchart3.html>>.
 - *Youth Leadership Initiative*. <<http://www.youthleadership.net/youthleadership>>.
1. Instruct students to develop a chart that compares the ideas of Blackstone, Hobbes, Locke, Montesquieu, and Rousseau.
 2. Instruct the students to prepare a class presentation on one of the philosophers. The presentation should include charts and a comparison to at least one other philosopher.

Session 5: Assessment

Materials

- Assessment

Instructional Activities

1. Administer the assessment. Sample Assessment Items can be found in Attachment B.

Attachment A: Political Theory through the Ages_____**Ancient Contributions:**

What elements of the United States constitutional system
evolved from Athens and Rome?



Democratic elements of the United States constitutional system
borrowed from Athens and Rome:

Athens: direct democracy

Rome: indirect democracy/republic



English Contributions:

What elements of the United States Constitution are derived from the *Magna Carta*, the *English Petition of Rights*, and the *English Bill of Rights*?

Magna Carta

1. limited power of the government
2. fundamental rights
 - trial by jury
 - due process of law

English Petition of Rights

1. early document supporting idea that men have rights and established concept of rule of law
2. included basic rights
 - a) guarantee of trial by jury
 - b) protection against marshal law
 - c) protection against quartering of troops
 - d) protection of private property

English Bill of Rights

1. limited power of the monarch
 - no standing army in peacetime
 - free elections
 - rights of petition
 - parliamentary checks on power



European Political Thinkers' Contributions:

What were the fundamental principles of American government and law developed by leading European political thinkers?

Limited government:

John Locke, Thomas Hobbes

Examples: Virginia Constitution, United States Constitution, Declaration of Independence

Government's authority coming only from the consent of the governed:

John Locke

Examples: Declaration of Independence, United States Constitution

Separation of powers:

Montesquieu

Examples: United States Constitution, Virginia Constitution



Charters of the Virginia Company of London Contributions:

Why are charters of the Virginia Company of London significant?



The basic rights of Englishmen were guaranteed to the colonists by the charters of the Virginia Company of London.

**Natural Rights Philosophy Contributions:**

How are the natural rights philosophies, expressed by John Locke and Jean-Jacques Rousseau, reflected in the *Declaration of Independence*?



Natural rights philosophy of John Locke and Jean-Jacques Rousseau expressed in the *Declaration of Independence*:

Rousseau: Believed that all men are equal

Locke: Believed that government is based on an agreement between people and their rulers ("social contract"). He felt that people have the right to life, liberty, and property.

Attachment B: Sample Assessment Items

Asterisk () indicates correct answer.*

<p>1. The United States acquired which of the following concepts from Ancient Athens?</p> <p>A Trial by jury B Protection of private property C Direct democracy* D Due process of law</p> <p>2. Which of the following documents includes the guarantee of the right of petition?</p> <p>A Magna Carta B English Bill of Rights* C Declaration of Independence D English Petition of Rights</p> <p>3. Which of the following philosophers is known for his belief that people have the right to life, liberty, and property?</p> <p>A Montesquieu B Hobbes C Rousseau D Locke*</p>	<p>4. The charters of the Virginia Company of London</p> <p>A extended basic rights of Englishmen to American colonists.* B applied to all colonists living in the New England colonies. C extended to Englishmen living in land held by France. D applied to American Indians (First Americans).</p> <p>5. Montesquieu proposed which of the following concepts of government in his writings?</p> <p>A All men are created equal. B Free elections C Limited government D Separation of powers*</p>
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Organizing Topic

The Constitution: Framework for Government in the United States

Standard(s) of Learning _____

- GOVT.4 The student will demonstrate knowledge of the Constitution of the United States by
- a) examining the ratification debates and The Federalist;
 - b) identifying the purposes for government stated in the Preamble;
 - c) examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism;
 - d) illustrating the structure of the national government outlined in Article I, Article II, and Article III;
 - e) describing the amendment process.
- GOVT.11 The student will demonstrate knowledge of civil liberties and civil rights by
- a) examining the Bill of Rights, with emphasis on First Amendment freedoms;
 - b) analyzing due process of law expressed in the 5th and 14th Amendments;
 - c) explaining selective incorporation of the Bill of Rights;
 - d) exploring the balance between individual liberties and the public interest;
 - e) explaining every citizen’s right to be treated equally under the law.

Essential Understandings, Knowledge, and Skills _____

	Correlation to Instructional Materials
Skills <i>(to be incorporated into instruction throughout the academic year)</i>	
Analyze primary and secondary source documents.	_____
Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets.	_____
Analyze political cartoons, political advertisements, pictures, and other graphic media.	_____
Distinguish between relevant and irrelevant information.	_____
Evaluate information for accuracy, separating fact from opinion.	_____
Identify a problem and prioritize solutions.	_____

Content

Using the following information, evaluate how the debates over ratification of the Constitution of the United States of America focused on power given to the national government and how the amount of power given to the national government polarized the ratification debates:

- Nine of thirteen states needed to ratify constitution _____
- Anti-Federalist position**
- Suspicious of a strong central government _____
 - Wanted bill of rights to protect personal liberties _____
- Federalist position**
- Believed that a strong central government was the best way to protect freedom _____

Explain that *The Federalist* was a series of essays supporting adoption of the Constitution of the United States of America.

Explain that the purpose of government is established in the Preamble of the Constitution of the United States of America.

Identify the purposes for government as stated in the Preamble:

- To form a more perfect union
- To establish justice
- To ensure domestic tranquility
- To provide for the common defense
- To promote the general welfare
- To secure the blessings of liberty

Using the following information, evaluate the fundamental principles contained in the Constitution of the United States of America:

Fundamental principles

- Consent of the governed: People are the only source of governmental power.
- Limited government: The government may do only those things that the people have given it the power to do.
- Separation of powers: Government is divided into three branches— legislative, executive, and judicial.
- Checks and balances: This is a system whereby each branch of government exercises some control on the others.
- Federalism: In this form of government, powers are divided between the national government and state governments.

Rule of law: The Constitution of the United States of America is supreme and all individuals are accountable under the law.

Describe how Articles I, II, and III of the Constitution of the United States of America establishes three co-equal branches of government.

Use the following information as a guide:

Organization of the national government

- Article I establishes the legislative branch of the national government setting forth the two houses of Congress to make laws.
- Article II establishes the executive branch to carry out the laws passed by Congress.
- Article III creates the United States Supreme Court and empowers Congress to establish lower Federal Courts to interpret the laws.

Using the following information, evaluate how the amendment process provides a way that the Constitution of the United States of America can remain responsive to the needs of a changing nation:

- Amendment: A formal revision to the Constitution, responding to needs of a changing nation
- National amendment procedure (Article V)

To propose an amendment

- Requires a 2/3 vote of both Houses of Congress

OR

- Requires a national convention requested by 2/3 of state legislatures

To ratify an amendment

- Approval by 3/4 of state legislatures
- OR
- Acceptance by conventions in 3/4 of states

Explain that to date, there have been 27 amendments to the original Constitution.

Explain that civil liberties are freedoms upon which the government may not infringe.

Explain that the Bill of Rights is composed of the first ten amendments to the Constitution of the United States of America. It guarantees the rights of individuals and expresses limitations on federal and state governments.

Identify First Amendment freedoms:

Religion

- Government may not establish an official religion, nor endorse, or unduly interfere with the free exercise of religion.

Speech

- Individuals are free to express their opinions and beliefs.

Press

- The press is free to gather and publish information, including that which criticizes the government.

Assembly

- Individuals may peacefully gather.

Petition

- Individuals have the freedom to make their views known to public officials.

Explain that the Bill of Rights protects citizens from:

- Unreasonable search and seizures
- Double jeopardy
- Self-incrimination
- Cruel and unusual punishment

Using the following information, analyze how the selective incorporation of the Bill of Rights through the 14th Amendment (due process of law clause) greatly enhances the protection of civil rights and extends the Bill of Rights protections to state proceedings:

- Beginning in the twentieth century, the Supreme Court used the 14th Amendment (due process of law clause) to limit state actions, just as the Bill of Rights limits the national government.
- The Supreme Court has incorporated in the due process clause all of the provisions of the Bill of Rights except those of the 2nd, 3rd, 7th, and 10th Amendments and the grand jury requirement of the 5th Amendment.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“America’s Founding Fathers.” U.S. National Archives & Records Administration.

<http://www.archives.gov/exhibit_hall/charters_of_freedom/constitution/founding_fathers.html>. This government site features a brief biography of each of the Founding Fathers who served as delegates to the Constitutional Convention.

“Biographies of the Founding Fathers.” Colonial Hall. <<http://www.colonialhall.com/biography.asp>>. This Web site features 103 biographical sketches of America's Founding Fathers divided into three groups: Signers of the Declaration, Signers of the Articles of Confederation, and Signers of the U.S. Constitution.

“The Founders’ Almanac.” <<http://www.heritage.org/research/features/almanac>>. This Web site provides quotes from the Founders, detailed biographies of selected Founders, and primary documents of the era. A section of the site allows users to search the database for important historical events or quotes of the Founders.

“The Founders’ Constitution.” <<http://press-pubs.uchicago.edu/founders/>>. This site offers many documents related to the fundamental elements of the U.S. Constitution and the basis for political authority

Youth Leadership Initiative. <<http://www.youthleadership.net/youthleadership>>. This site provides information on a variety of governmental topics and is supported by The University of Virginia Center for Politics. It does require that you register to gain access to the material, but it is free of charge.

Session 1: Framers of the Constitution

Materials

- Internet access
- The United States Constitution (Attachment C)

Instructional Activities

1. Use the handouts in Attachment C as overheads, or give them to the students as a study guide. These can also provide the basis for any lecture notes needed.
2. Divide the students into the different delegations that attended the Philadelphia Convention in 1787.
 - Direct the students to gather the biographical sketches for their state delegation from the Colonial Hall Web site, <<http://www.colonialhall.com/biography.psp>>.
 - Have students create a class chart on the board, showing information about each of the Framers: his profession, age, marital status, education, and other factors that they would like to explore.
 - Extend the lesson if desired to include the different Founders who were present at the creation of the Articles of Confederation and the Declaration of Independence.

Session 2: Guide to the U.S. Constitution

Materials

- Guided Tour of the Constitution (Attachment A)
- Guided Tour Test (Attachment B)

Instructional Activities

1. Distribute the Guided Tour of the Constitution. This simple activity can be modified to suit virtually any level class.
2. Direct students to use the Guided Tour (Attachment A) to complete their assignment. For example:

A Guided Tour of the United States Constitution

Using the Constitution in your text, a dictionary, and any other resources necessary, answer the following questions *in your own words*. Give the citation (Article, Section, Clause) designating where the information is found in the Constitution.

For example -- Question: Where do bills for revenue begin?

Answer: Revenue bills must originate in the House of Representatives;
A I, S.7, C.1

3. The questions can be as detailed or as simple as desired. One possible use of this activity is as a study guide for the Guided Tour Test. Use the answers students find as a basis for the test. (This is a great way to find out if they have completed the assignment.) The scores students receive on the Guided Tour Test should reflect the correctness of their answers on the Guided Tour.

Session 3: Making a New Government

Materials

- None identified

Instructional Activities

1. This is an activity that students really enjoy. Divide the class into groups of three or five students, (odd-numbered groups work best). Give each group the task of creating a functioning government. Place them in virtually any kind of setting, from a deserted island with no chance of rescue to a colony on a new planet. This will allow them to imagine what the Founding Fathers went through in creating an entirely new form of government.
2. Instruct students to decide how they are going to survive in their new environment, since they will be on their own without the hope of outside contact or rescue. Have groups decide what form of government they will practice. Here are some possible questions they need to address:
 - Will all of the members of the group have the same rights?
 - Will the group vote on how the government is run? What about ties?
 - If there are elected offices, how long will the term be?
 - How will the group establish laws? What if someone breaks a law? How is punishment handled? Is there capital punishment?
 - Will there be a written constitution? If so, can it be amended? How?
3. It should take groups about 45 minutes to an hour to create their new societies. Have each group record its decisions. After all groups have completed the assignment, have each group present their vision of government and how it would function.
4. After the presentations, have the students continue working in their groups to create a chart, which describes ways in which their government compares and contrasts with the one created by the Founding Fathers. This extension can easily turn into a homework assignment.

Session 4: Ratifying the U.S. Constitution

Materials

- Copies of *The Federalist*
- Copies of Anti-Federalist writings
- Internet access

Instructional Activities

NOTE: This activity requires students to work with selections from *The Federalist* and selected Anti-Federalist writings, so they can see the arguments of both sides during the ratification process for the United States Constitution.

1. Go to The Founders' Constitution Web site, <<http://press-pubs.uchicago.edu/founders/>>, select Indexes, and select topics for student research assignments. There are selections from *The Federalist* and various Anti-Federalist writings to draw from as well as many selections from the ratifying conventions of various states, including Virginia.
2. Direct students to construct charts that compare the arguments of the two sides on the topics that they have been assigned. (Students can work in groups, pairs, or individually.) An evaluation of this assignment may require students to construct an essay that states the positions of both sides and to conclude with how the student would have voted at the Virginia Ratifying convention. Emphasize that students should try to argue their points from the perspective of the citizens of Virginia at the time of the ratifying convention.

Attachment A: A Guided Tour of the United States Constitution _____

Using the Constitution in your text, a dictionary, and any other resources necessary, answer the following questions in your own words. Give the citation (Article, Section, Clause) designating where the information is found in the Constitution.

For example -- Question: Where do bills for revenue begin?

Answer: Revenue bills must originate in the House of Representatives; A. I, S. 7, C.1.

(You will need to answer these questions on your own paper.)

1. The United States Constitution created a government for what reasons?
2. List the seven Articles and the basic purpose of each.
3. How is representation in the United States Congress determined? (U.S. House and Senate)
4. How is the Speaker of the House of Representatives chosen? Does the Speaker have to be a member of the House?
5. What officers are required of the Senate by the Constitution?
6. What happens when a seat becomes vacant in the House? In the Senate?
7. What are the rules of operation in both houses of Congress?
8. List and briefly explain the 18 expressed powers of Congress.
9. What must happen if a senator is appointed and confirmed as a justice to the U.S. Supreme Court?
10. In your own words, explain the importance of Article I, Section 8, Clause 18.
11. List and explain the powers expressly denied Congress.
12. List and explain the three powers denied the states.
13. What are the qualifications for becoming President?
14. List and explain the powers of the President.
15. In what ways can the U.S. Senate check the President?
16. Who has the power to create lower federal courts?
17. How many justices sit on the U.S. Supreme Court?
18. What is impeachment? Who has the power to impeach?
19. Who tries an impeachment? Who can be impeached?
20. What is the relationship between states concerning their laws?
21. How are new states created?

22. What is the relationship between federal law and state law?
23. Detail all of the ways to amend the Constitution.
24. What freedoms of expression are protected by the Constitution?
25. List and explain the rights of an accused person.
26. Where are the "due process of law" clauses found in the Constitution? Explain how they work.
27. When is a search warrant required?
28. List the four times when suffrage has been expanded.
29. What happens in the event of a vacancy in the Presidency? The Vice-Presidency?
30. Which amendment was repealed?
31. What did the 17th Amendment do? What part of the original Constitution was altered?
32. What happens in the event of a disability to the President?
33. What was the most recent amendment to the Constitution? What does it do?
34. Who controls elections? When are they held?
35. What privileges do members of Congress enjoy?

Attachment B: Guided Tour Test

NOTE: Teachers should alter this test based on students and time.

Word Bank

- | | | |
|------------------------------|---------------------------|----------------------------------|
| 1. James Madison | 21. Judicial review | 41. <i>Ex post facto</i> |
| 2. Edmund Randolph | 22. Exclusive powers | 42. Writ of <i>habeas corpus</i> |
| 3. Roger Sherman | 23. Vice President | 43. Judicial branch |
| 4. George Washington | 24. Three-fourths | 44. Separation of powers |
| 5. Preamble | 25. Compromise | 45. Due process of law |
| 6. Article I | 26. Philadelphia | 46. Amendment |
| 7. Article II | 27. Concurrent powers | 47. Executive agreement |
| 8. Article III | 28. 17th Amendment | 48. Congress |
| 9. Article IV | 29. State legislatures | 49. Limited government |
| 10. Article V | 30. Three | 50. Popular sovereignty |
| 11. Article VI | 31. Elastic clause | 51. Articles of Confederation |
| 12. Article VII | 32. Impeach | 52. President pro tempore |
| 13. Population | 33. Legislative branch | 53. Supremacy clause |
| 14. 4th & 5th Amendments | 34. Bill of Rights | 54. Two-thirds |
| 15. 6th & 8th Amendments | 35. Executive branch | 55. Connecticut Compromise |
| 16. Federalism | 36. Bills of attainder | 56. Reserved powers |
| 17. Senate | 37. Full faith and credit | 57. Four |
| 18. House of Representatives | 38. Speaker of the House | 58. Nine |
| 19. Checks and balances | 39. Treaty | 59. President |
| 20. Ratify | 40. Extradition | 60. Search warrant |

PART 1: MATCHING

From the word list above, choose the correct response and place the number beside the statement. Items from the word list **can** and **will** be used more than once. Further, some words will **not** be used at all.

- The delegate who presented the Virginia Plan at the Constitutional Convention
- The city where the Constitutional Convention was held
- Approve
- A statement in Article VI of the Constitution which establish that the Constitution, laws passed by Congress, and treaties of the United States are superior to state laws and local ordinances
- All legislative powers herein granted shall be vested in a Congress of the United States...
- Who has the authority to declare war?
- This paragraph states the purpose of the Constitution and lists the six reasons for writing the Constitution.
- The executive power shall be vested in a President of the United States of America.
- The United States Supreme Court consists of how many justices?
- The 18th _____ was repealed in 1933 by the 21st Amendment.

11. The first ten amendments to the Constitution
12. The last amendment to the Constitution affected any pay raise of which branch?
13. Who controls elections in the United States?
14. The division of power among the three branches of the federal government
15. How many powers are denied to the states?
16. The method of applying control over each other
17. Father of the Constitution of the United States
18. Elected President of the Constitutional Convention
19. The division of governmental powers between a central government and state governments
20. Article 1, Section 8, Clause 9 delegated the power to create lower federal court to whom?
21. Article IV, Section 1, established the principle of _____.
22. A formal agreement between two governments
23. The creator of the "Great Compromise"
24. A formal change to the Constitution
25. Which Article detailed how to amend the constitution?
26. Determines the number of seats apportioned to states in the House of Representatives
27. The officer of the Senate who presides over the Senate when the primary officer is absent
28. This established the procedures for the ratification of the Constitution.
29. The ability to use your driver's license in any state in the Union is an example of this.
30. This established the judicial branch of the national government.
31. The equal body of the national legislature
32. The percentage of the U.S. Senate needed to impeach a federal official and remove him or her from office
33. What police power does the 4th Amendment deals with?
34. An accusation of misconduct towards a public office holder
35. The constitutionally provided-for office that is the presiding officer of the House of Representatives
36. The body of the national government whose membership is apportioned based upon the state's population.
37. The percentage of the House of Representatives and the Senate needed to override a Presidential veto

38. Where are the "due process of law" clauses found in the Constitution?
39. Who appoints a new Vice President when there is a vacancy in the office?
40. Who approves the appointment of a new Vice President?
41. What amendments explain the rights of a person accused of a crime?
42. Who was the power to conduct a trial of impeachment?
43. The constitutionally established post that follows the Vice President in the order of Presidential succession
44. Which branch of government has the authority to admit new states into the Union?
45. Article VI, Section 2, establishes _____.
46. The head of which branch of government presides over any impeachment trial?
47. The percentage of states needed to ratify amendments to the U.S. Constitution
48. Who has the power to bring articles of impeachment against a federal official?
49. How many different ways are there to amend the Constitution?
50. What body has the responsibility to confirm presidential appointments and treaties?
51. Article 1, Section 9, Clause 7 says that the _____(51)_____ branch cannot spend money without authorization by _____(52)_____.
53. When Congress is not in session, the President can temporarily appoint officials requiring _____ approval.
54. Article 1, Section 3, Clause I was altered by _____.
55. The constitutionally provided-for office that is the President of the U.S. Senate.
56. The constitutionally provided post that follows the Speaker of the House in the order of Presidential succession.
57. Article 1, Section 9, Clause 3 states that this type of law cannot be passed.
58. Article 11, Section 1, Clause 5 details the qualifications for _____.
59. _____ could not touch the slave trade until 1808.
60. Article 1, Section 8, Clause 18 has come to be known as the _____.

Part II — The Amendments (Extra Credit)

A. First Amendment	J. Tenth Amendment	S. Nineteenth Amendment
B. Second Amendment	K. Eleventh Amendment	T. Twentieth Amendment
C. Third Amendment	L. Twelfth Amendment	U. Twenty-First Amendment
D. Fourth Amendment	M. Thirteenth Amendment	V. Twenty-Second Amendment
E. Fifth Amendment	N. Fourteenth Amendment	W. Twenty-Third Amendment
F. Sixth Amendment	O. Fifteenth Amendment	X. Twenty-Fourth Amendment
G. Seventh Amendment	P. Sixteenth Amendment	Y. Twenty-Fifth Amendment
H. Eighth Amendment	Q. Seventeenth Amendment	Z. Twenty-Sixth Amendment
I. Ninth Amendment	R. Eighteenth Amendment	AA. Twenty-Seventh Amendment

Match the Amendments to the Constitution listed above, with the correct identification below. Each correct answer is worth 1 point.

- | | |
|--|--|
| _____1. Abolition of slavery | _____15. Woman's Suffrage |
| _____2. Civil Suits | _____16. Limit on Presidential Terms |
| _____3. Direct Election of Senators | _____17. Searches and Seizures |
| _____4. Freedom of Religion, Speech, Press, and Assembly | _____18. Presidential Electors of the District of Columbia |
| _____5. Powers Reserved to the States | _____19. Powers Reserved to the People |
| _____6. Income Tax | _____20. Election of President and Vice President |
| _____7. Repeal of Prohibition | _____21. Right to a Speedy, Fair Trial |
| _____8. Quartering of Troops | _____22. Restraint on Congressional Salaries |
| _____9. Right to Vote | _____23. Suits against States |
| _____10. Rights of Citizens | _____24. Prohibition of Alcoholic Beverages |
| _____11. "Lame-Duck" Amendment | _____25. Eighteen-Year-Old Vote |
| _____12. Presidential Disability and Succession | _____26. Bail and Punishment |
| _____13. Right to Bear Arms | _____27. Abolition of Poll Tax |
| _____14. Rights of Accused Persons | |

Attachment C: The United States Constitution

Ratification Debates:

How did the amount of power given to the national government
polarize the ratification debates?



- Nine of thirteen states needed to ratify constitution
- Anti-Federalist position
 - suspicious of a strong central government
 - wanted bill of rights to protect personal liberties
- Federalist position
 - a strong central government was the best way to protect freedom
- *The Federalist* was a series of essays supporting adoption of the *United States Constitution*.

The Preamble:

What is the significance of the Preamble of the *United States Constitution*?



- To form a more perfect union
- To establish justice
- To ensure domestic tranquility
- To provide for the common defense
- To promote the general welfare
- To secure the blessings of liberty

Fundamental Principles:

What are the fundamental principles contained in the *United States Constitution*?



- **Consent of the governed:** People are the only source of governmental power.
- **Limited government:** The government may do only those things that the people have given it the power to do.
- **Separation of powers:** Government is divided into three branches—legislative, executive, and judicial.
- **Checks and balances:** This is a system whereby each branch of government exercises some control over the others.
- **Federalism:** In this form of government, powers are divided between the national government and state governments.
- **Rule of law:** The United States Constitution is supreme and all individuals are accountable under the law.

Constitutional Organization:

How does the *United States Constitution* organize the national government?



- Article I - establishes the legislative branch of the national government setting forth the two houses of Congress to make laws.
- Article II - establishes the executive branch to carry out the laws passed by Congress.
- Article III - creates the U.S. Supreme Court and empowers Congress to establish lower Federal Courts to interpret the laws.

Amending the Constitution:

What are the procedures to amend the *United States Constitution*?



Article V describes how to amend the Constitution

- To propose an amendment:
 - Requires a $\frac{2}{3}$ vote of both Houses of Congress
- OR**
- Requires a national convention requested by $\frac{2}{3}$ of state legislatures
- To ratify an amendment:
 - Approval by $\frac{3}{4}$ of state legislatures
- OR**
- Acceptance by conventions of $\frac{3}{4}$ of states

The First Amendment of the *Bill of Rights*:

What is the *Bill of Rights*?

What are the freedoms listed in the First Amendment to the *United States Constitution*?



- Civil liberties: Freedoms upon which the government may not infringe.
- The *Bill of Rights* is composed of the first ten amendments to the *United States Constitution*. It guarantees the rights of individuals and expresses limitations on federal and state governments.

First Amendment Freedoms

- Religion
 - Congress may not establish a national religion.
 - Government may not unduly interfere with the free exercise of religion.
- Speech
 - Individuals are free to express their opinions and beliefs.
- Press
 - The press is free to gather and publish information, including that which criticizes the government.
- Assembly
 - Individuals may peacefully gather.
- Petition
 - The freedom to make the individual's views known to public officials.

Selective Incorporation:

How did the Supreme Court use the 14th Amendment to extend the *Bill of Rights* protections to state proceedings?



- Beginning in the twentieth century, the Supreme Court used the 14th Amendment (due process of law clause) to limit state actions, just as the *Bill of Rights* limits the national government.
- The Supreme Court has incorporated in the due process clause all of the provisions of the *Bill of Rights* except those of the 2nd, 3rd, 7th, and 10th Amendments and the grand jury requirement of the 5th Amendment.

*Organizing Topic***Our Federal System of Government****Standard(s) of Learning** _____

- GOVT.5 The student will demonstrate knowledge of the federal system described in the Constitution of the United States by
- explaining the relationship of the state governments to the national government;
 - describing the extent to which power is shared;
 - identifying the powers denied state and national governments;
 - examining the ongoing debate that focuses on the balance of power between state and national governments.

Essential Understandings, Knowledge, and Skills _____*Correlation to
Instructional Materials***Skills** *(to be incorporated into instruction throughout the academic year)*

Analyze primary and secondary source documents. _____

Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets. _____

Analyze political cartoons, political advertisements, pictures, and other graphic media. _____

Distinguish between relevant and irrelevant information. _____

Evaluate information for accuracy, separating fact from opinion. _____

Identify a problem and prioritize solutions. _____

Content

Using the following information, analyze how the Constitution of the United States of America provides for a federal system of government in which power is shared between the states and the national government:

- The Constitution of the United States of America establishes a federal form of government in which the national government is supreme. _____
- The powers not given to the national government by the Constitution of the United States of America are reserved to the states or people. _____

Identify powers of national government

- Expressed powers—Powers directly stated in the Constitution of the United States of America, such as the power to levy and collect taxes, make war, and regulate trade among the states _____
- Implied powers—Powers reserved by the national government but not specifically listed; source for implied powers is the elastic clause or “necessary and proper” clause (Article I, Sec. 8) _____
- Inherent powers—Powers that the national government may exercise simply because it is the national government, such as establishment of diplomatic relations and regulation of immigration _____

Identify areas where powers are shared

- Taxation _____
- Education policy _____

- Criminal justice laws

Explain the conflicts between the state and national authority in a federal system are found in concurrently held powers.

Identify powers denied to both the national and state governments

- Ex post facto laws
- Tax on exports

Explain the federalism is not a static relationship between levels of government. The distribution of power between the states and the national government is the source of considerable political debate.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“The Constitution: Limiting Governmental...” Pearson-Prentice Hall.

<http://wps.prenhall.com/hss_dye_politics_5/0%2C7238%2C445356-%2C00.html>. This article provides a history of the U.S. Constitution and limits on federal authority.

“Exclusive Powers of the National Government and State Government.” *Ben’s Guide to U.S. Government for Kids*.

<<http://bensguide.gpo.gov/6-8/government/federalism2.html>>. This site provides information on the exclusive and concurrent powers of national and state governments.

“Ex Post Facto.” Legal Information Institute. <http://www.law.cornell.edu/lexicon/ex_post_facto.htm>. This site provides definitions and overviews of legal cases related *ex post facto* laws.

“Federalism.” Springfield Technical Community College. <<http://faculty.stcc.edu/magala/federalism.html>>. This site provides information about federalism: different types of federal systems, the advantages and disadvantages, and Supreme Court cases related to the powers of the federal and state governments.

“Landmark Cases, Supreme Court.” Street Law & The Supreme Court Historical Society.

<<http://www.landmarkcases.org/mcculloch/fedimpliedpowers.html>>. This site provides information on the implied powers of the United States Government and a discussion of *McCulloch v. Maryland*.

“Thomas: Legislative Information on the Internet.” The Library of Congress. <<http://thomas.loc.gov/>>. This site provides access to information on the governmental process.

“U.S. Constitution: Article VI.” *FindLaw*. <<http://caselaw.lp.findlaw.com/data/constitution/article06/>>. This article presents an in-depth examination of the Supremacy Clause.

Session 1: The Order of Power

Materials

- Textbook
- Copies of U.S. Constitution

Instructional Activities

1. Instruct students to read the Supremacy Clause (Article VI) and create a pyramid depicting the order of power in the United States government system.
2. Instruct the students to read the 10th Amendment and rewrite the Amendment in their own words. Encourage them to identify its broadness/vagueness. Lead the students in a discussion to identify specific powers reserved to the states.
3. Instruct students to define *expressed*, *implied*, and *inherent powers*. Use the U.S. Constitution and the book to identify specific examples for each.

Session 2: Federal vs. State Powers of Government

Materials

- Textbook
- U.S. Constitution
- Notes (Attachment A)
- Internet access (optional)

Instructional Activities

1. Review the information from the previous session.
2. Write EXPRESSED, IMPLIED, and INHERENT on the board. Direct students to come to the board and place their examples under the correct heading. Use the examples on the board to lead the class in a discussion of the differences in the types of powers and to whom they belong.
3. Using the Internet (<<http://www.landmarkcases.org/mcculloch/fedimpliedpowers.html>>) or the textbook, have the students read a summary of the case *McCulloch v Maryland* and answer the following questions:
 - Who is McCulloch?
 - Who is Maryland?
 - What are the essential questions posed to the court in this case?
 - What was the decision of the Supreme Court?
4. Display the notes from Attachment A on the board and overhead. Discuss the notes as they are posted.
5. Lead students in a discussion of the legitimacy of the National Bank as an implied power. Emphasize that an implied power is derived from an expressed power.
6. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 3: Relationship between the Federal and State Governments _____

Materials

- Textbook
- Notebook
- White paper
- Colored pencils

Instructional Activities

1. Direct students to draw two overlapping circles on white paper. Have them list specific powers only the federal government has (Exclusive Powers) in one color in the left circle. Then have the students list specific powers that only the state has (Reserved Powers) in another color in the right circle. In the middle where the circles overlap, instruct them to list the powers shared by the federal government and state government in a third color.
2. Have students list on the back of their papers three positive outcomes and three negative outcomes of the way in which power operates in our federal system of government.
3. Have students share their answers, and discuss with them the relationship between the federal and state governments.

Session 4: Powers Denied

Materials

- Textbook
- Notebook
- White paper
- Colored pencils

Instructional Activities

1. Direct students to create a second diagram; however, this time have them focus on powers denied. Discuss the diagrams, being sure to stress that *ex post facto* law and taxing of exports are denied to both levels of government.
2. Schedule time where the students can research two articles that reflect the idea of federalism (e.g., Medicaid, Suburban Sniper Investigation).

Session 5: How Well Is Federalism Functioning? _____***Materials***

- Textbook
- Notebook
- Articles
- Charts prepared in previous sessions

Instructional Activities

1. Divide the class in groups of two or three. Using their notes, articles, and discussion, have them create a 2- to 3-minute presentation on how well federalism is functioning and what changes, if any, need to be made for the future.
2. Have each group present. End with a discussion of why the United States has a federal system (fear of abuse of federal power) and how it has evolved.

Session 6: Assessment

Materials

- Sample Assessment

Instructional Activities

1. Administer the test. Sample Assessment Items can be found on Attachment B.

Attachment A: Instructional Notes for GOVT.5a, b, c, d _____

1. Supremacy Clause – Article VI of the U.S. Constitution dictates that the U.S. Constitution is the supreme law of the land, followed by U.S. Treaties and Federal law.
2. 10th Amendment – created federalism and empowered the states. All powers not given to the federal government, nor denied to states, belong to the states.
3. Expressed powers (e.g. power to tax) are those specifically written in the Constitution. Implied powers (e.g., power to create National Bank) are derived from expressed powers. Inherent powers (e.g., power to control immigration) are given to the federal government because they are a sovereign state.
4. Concurrent powers are those powers that are shared by both the federal and state governments (e.g., tax, education policy, criminal justice laws).
5. *Ex post facto* laws, denied to both federal and state governments, make it illegal to prosecute someone for something they did before there was a law against it.
6. The ability to tax exports is denied to both the federal and state governments to foster trade.

Attachment B: Sample Assessment Items

1. Write a brief paragraph defining a federal form of government. Explain why the United States is described as a federal system.
2. Develop a diagram that illustrates the expressed, implied, and inherent powers of the United States Government. Include examples of each of these powers.
3. Provide a sample list of powers reserved for the states or people.
4. Identify the concurrent powers held by the state and national governments, and explain the conflicts that arise as a result of the concurrent powers.
5. Identify and explain the powers denied to national and state governments.

Organizing Topic

National Government: The Legislative Branch

Standard(s) of Learning _____

- GOVT.7 The student will demonstrate knowledge of the organization and powers of the national government by
- a) examining the legislative, executive, and judicial branches;
 - b) analyzing the relationship between the three branches in a system of checks and balances.

Essential Understandings, Knowledge, and Skills _____

	Correlation to Instructional Materials
Skills <i>(to be incorporated into instruction throughout the academic year)</i>	
Analyze primary and secondary source documents.	_____
Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets.	_____
Analyze political cartoons, political advertisements, pictures, and other graphic media.	_____
Distinguish between relevant and irrelevant information.	_____
Evaluate information for accuracy, separating fact from opinion.	_____
Identify a problem and prioritize solutions.	_____
Content	
Describe how the legislative branch is a bicameral body with committees playing a major role in the legislative process.	_____
The two houses of Congress	
• The Senate: 100 members, with each state having two senators	_____
• The House of Representatives: 435 members, with representation based on the population of the state(s)	_____
Congressional committees	
• Committees are organized by subject matter.	_____
• Because of the large volume of work, committees are essential to the legislative process.	_____
Explain that the Constitution of the United States of America grants both expressed and implied powers to the legislative branch.	_____
Expressed powers of Congress	
• Levy taxes	_____
• Borrow money	_____
• Regulate commerce	_____
• Coin money	_____
Implied powers allow Congress to do all things “necessary and proper” to carry out its expressed powers.	_____

Evaluate how a constitutional system of checks and balances gives each of the three branches of government ways to limit the powers of the other branches and protect against an abuse of power by any one branch of government.

Identify checks of the legislative branch:

- Over the executive branch
 - To override vetoes
 - To impeach a President
 - To approve treaties
 - To approve presidential appointments
- Over the judicial branch
 - To approve federal judges
 - To impeach judges

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“Bills and Resolutions.” The Library of Congress. <<http://memory.loc.gov/ammem/amlaw/lwhbsb.html>>. This searchable site allows users to access specific bills and resolutions introduced in the House and Senate, as well as Joint Resolutions of Congress.

“Committee Offices.” *United States House of Representatives*. <<http://www.house.gov/house/CommitteeWWW.html>>. This site offers information on House committees.

Congress. <http://www.congressmerge.com/online/cgibin/committee_list.cgi?site=congressmerge>. This site offers information on Congressional Committees.

“Congressional Committee Information.” <<http://www.lib.umich.edu/govdocs/comm.html>>. This site provides information on Congressional Committees.

Congress.Org. <<http://www.congress.org/congressorg/home/>>. This site allows searches of Congressional representation by zip code. It also provides contact information on the members of Congress.

Curriculum Framework. *Virginia and United States Government*. Virginia Board of Education, 2001. <http://www.pen.k12.va.us/VDOE/Instruction/History/hist_12.pdf>. This site provides a teaching guide for the course in Virginia and United States Government.

Virginia General Assembly. <<http://legis.state.va.us/CitizensGuide/Members.htm#1>>. This site presents a citizen’s guide to the Virginia General Assembly.

Session 1: Introducing the Legislative Branch _____

Materials

- Opening question posted
- Internet access (optional)

Instructional Activities

1. Ask students to respond to the following question in their notebook:

What role does the legislative branch of the United States Government serve, and how is it organized?

Encourage students to write down what they know but not to use any reference material to develop their response.

2. Allow students to share their responses with the class and record them on an overhead transparency. Prompt discussion by asking questions:
 - What are the titles of the members of Congress?
 - How many members are in each house?
 - What are the qualifications for serving in Congress?
 - How are the members of Congress selected?

Explain that these topics will be discussed during this unit.

3. Explain that Article I of the United States Constitution pertains to the Legislative Branch. This branch of the government has the responsibility of making laws.
4. Ask students to identify the individuals from Virginia that serve in the United States Legislature. If computers are available in the classroom, students can search the list at the following Web site:
<<http://www.congress.org/congressorg/home/>> (This site allows a search for congressional representatives by zip code. It also provides contact information on the members of Congress.) If computers are not available, this could be an out-of-class assignment.
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 2: Qualifications for Service in the Legislative Branch _____**Materials**

- Chart below printed on the overhead as an example
- Copy of the Constitution of Virginia
- Internet access

Instructional Activities

1. Review the previous session's activity.
2. Instruct students to develop a chart that compares the qualifications to serve in the United States Congress to those of Virginia's legislature. Explain that the requirements for the United States House of Representatives and the United States Senate can be found in Article I of the United States Constitution. (This may be an individual or group assignment.) The following chart represents a sample for student's to use as a guide:

Government Office	Minimum Age	Citizenship Requirement	Other requirements (education, residency, etc.)	Current number of members	Length of term
United States House of Representatives					
Virginia House of Delegates					
United States Senate					
Virginia Senate					

Guide students to a copy of the Constitution of Virginia. The following Web site provides information on the qualifications to serve in the General Assembly: <http://legis.state.va.us/CitizensGuide/Members.htm#1>

3. Assign a teacher-selected reading, worksheet, or other reinforcement activity using available teacher resources.

Session 3: Powers of Congress

Materials

- Copy of the Constitution of Virginia

Instructional Activities

1. Instruct students to identify, in their own words, the powers granted to the United States Congress in Article I of the United States Constitution.
2. Conduct a discussion of the information students have identified. Ensure the students identify the following expressed powers granted to Congress:
 - Levy taxes
 - Borrow money
 - Regulate commerce
 - Coin money
3. Assign a teacher-selected reading, worksheet, or other reinforcement activity using available teacher resources.

Sessions 4 and 5: Congressional Committees_____

Materials

- Copy of the chart on committees found below printed on an overhead
- Internet access

Instructional Activities

1. Review with students the content covered to this point in the unit.
2. Instruct students to develop a chart that identifies the organization of the United States Congress and it's various committees. The following is a sample of a chart to guide students:

House of Congress	Standing Committees	Purpose of the committee	Process for selecting committees

3. Provide resources in the classroom or arrange for media center and/or computer access for students to complete this assignment. This may be done individually or in groups. The following Web site may be of assistance:
 - <<http://www.house.gov/house/CommitteeWWW.html>>
 - <<http://www.lib.umich.edu/govdocs/comm.html>>
 - <http://www.congressmerge.com/onlinedb/cgi-bin/committee_list.cgi?site=congressmerge>
4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Sessions 6 and 7: Making Laws

Materials

- Sample flow chart for students to use as a guide
- Internet access

Instructional Activities

1. Review with students the content covered to this point in the unit.
2. Divide students into groups and instruct them to develop a flow chart of the process followed by the United States Senate and House of Representatives when making a law. The following Web site may be of assistance: <<http://memory.loc.gov/ammem/amlaw/lwhbsb.html>>
3. If possible, arrange for students to view portions of C-SPAN and then write a one-page review of the process observed. The paper should detail the bill(s) that were discussed and the process that was followed (debate, voting, etc.).
4. Instruct students to conduct out-of-class research to identify the bills Congress is currently debating and the issues they involve. The following Web site may be of assistance: <<http://www.congress.org/congressorg/info/faq.html>>

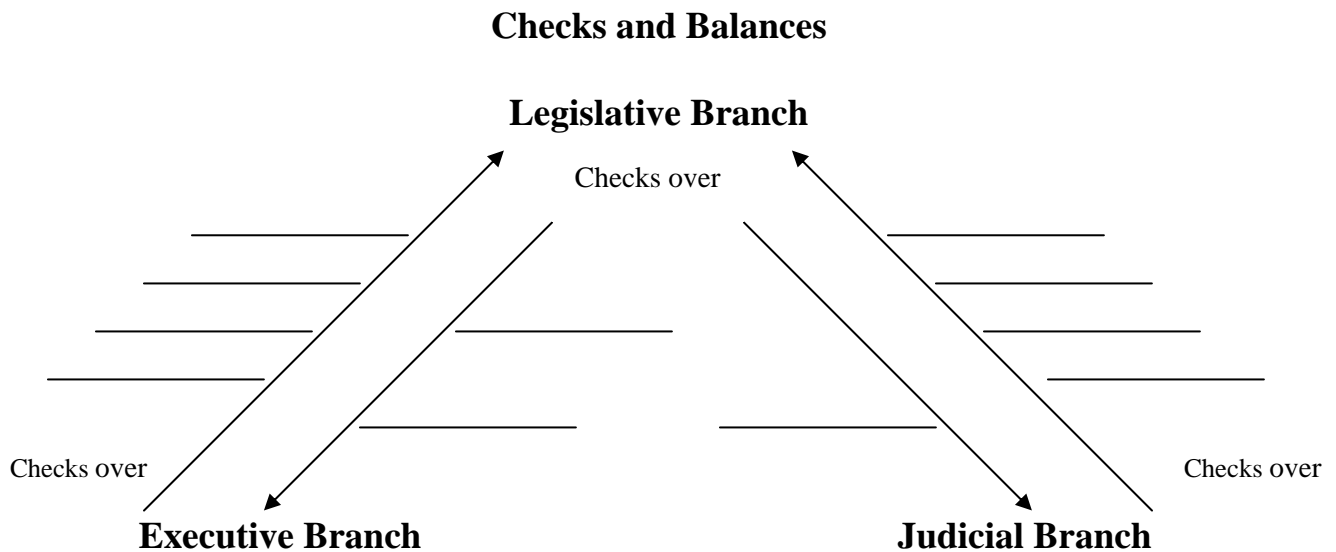
Session 8: Checks and Balances

Materials

- The chart below on checks and balances enlarged and printed on an overhead as an example of the activity

Instructional Activities

1. Review with students the content covered to this point in the unit.
2. Remind students that the U.S. government was designed to provide balanced power through a system of checks and balances. Ask students to explain this concept.
3. After a brief discussion, instruct students to use available classroom resources to develop a list of the checks the executive and judicial branches have over the legislative branch as well as the checks the legislative branch has over the executive and judicial branches. Instruct students to work in groups to develop a chart similar to the following on large poster paper:



Session 9: Test Review Activity

Materials

- Overhead projector or board
- Review questions
- Different color chalk or transparency pens

Instructional Activities

1. Construct a football grid on the overhead projector or board that shows goal lines at opposing ends of the field separated by ninety yards in between the goals. Each line increment is worth ten yards. Thus, nine lines are needed in between the goal lines.
2. Place students into two teams, and assign each team a color of chalk or transparency pen.
3. Flip a coin to determine which team will play first.
4. Ask a question to whichever team won the coin toss.
5. If the team answers the question correctly, advance them from the zero line to the 10-yard line, and place an X using their color.
6. Continue to ask questions of that team, marking progress with an X on each line, until the team either obtains a touchdown or fails to answer a question correctly.
7. If the students on the other team can answer the question correctly, award them the ball on the last line marked with an X. This is considered to be an interception.
8. Close to the end of class, ask students if they have any questions pertaining to the information presented in this unit. If so, discuss.
9. Homework: Have students study for the test.

Session 10: Assessment

Materials

- Assessment

Instructional Activities

1. Administer assessment. Sample assessment items can be found on Attachment A.

Attachment A: Sample Assessment Items

Asterisk () indicates correct answer.*

<p>1. The House of Representatives has A 535 members B 235 members C 400 members D 435 members*</p> <p>2. The United States Senate has A 150 members B 100 members* C 120 members D 50 members</p> <p>3. Which of the following powers is expressly granted to Congress in the United States Constitution? A Coin money* B Enforce laws C Organize schools D Establish marriage laws</p>	<p>4. The legislative branch checks the executive branch by A appointing the Vice-President. B approving treaties.* C nominating cabinet members. D electing the Chairman of the Joint Chiefs.</p> <p>5. The legislative branch checks the judicial branch by A establishing a term limit for Supreme Court Justices. B nominating federal judges. C impeaching justices who break the law.* D conducting an annual review of Supreme Court decisions.</p>
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Organizing Topic

National Government: The Executive Branch

Standard(s) of Learning _____

- GOVT.7 The student will demonstrate knowledge of the organization and powers of the national government by
- a) examining the legislative, executive, and judicial branches;
 - b) analyzing the relationship between the three branches in a system of checks and balances.

Essential Understandings, Knowledge, and Skills _____

	Correlation to Instructional Materials
Skills <i>(to be incorporated into instruction throughout the academic year)</i>	
Analyze primary and secondary source documents.	_____
Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets.	_____
Analyze political cartoons, political advertisements, pictures, and other graphic media.	_____
Distinguish between relevant and irrelevant information.	_____
Evaluate information for accuracy, separating fact from opinion.	_____
Identify a problem and prioritize solutions.	_____
Content	
Explain that the executive branch is headed by the President and Vice President, who are supported by the Executive Office, the cabinet, and the federal bureaucracy.	_____
Identify responsibilities of the President and Vice President.	
<ul style="list-style-type: none">• Overseeing the various parts of the executive branch• Enforcing laws• Issuing executive ordinances• Appointing and removing officials• Making treaties and executive agreements• Commanding the military	_____ _____ _____ _____ _____ _____
Explain that a constitutional system of checks and balances gives each of the three branches of government ways to limit the powers of the other branches and protects against an abuse of power by any one branch of government.	_____
Identify checks of the executive branch	
<ul style="list-style-type: none">• Over the legislative branch<ul style="list-style-type: none">– To veto acts of Congress– To call special sessions of Congress• Over the judicial branch<ul style="list-style-type: none">– To appoint federal judges	_____ _____ _____

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“Government Offices.” *Infoplease*. <<http://www.infoplease.com/ipa/A0101184.html>>. This site provides information on dates of appointment of cabinet members.

“Official U.S. Executive Branch Web Sites.” *Newspaper & Current Periodical Reading Room*. <<http://lcweb.loc.gov/global/executive/fed.html>>.

Picture History. <<http://www.picturehistory.com/find/c/261/mcms.html>>. This site provides pictures, historical and current, related to the United States government.

The White House. <<http://www.whitehouse.gov/government/cabinet.html>>. This is the official White House site for the President’s cabinet.

Session 1: Organization of the Executive Branch

Materials

- Overhead projector or board
- Handout, *Organization of the Executive Branch* (Attachment A)

Instructional Activities

1. Ask students to respond in their notebooks to the following question.

What is the function of the executive branch and how would our country be operated differently if the national executive branch did not exist?

Student responses may vary; however, they should center on the executive branch enforcing, executing, or carrying out the law. Should students have a difficult time thinking of how our country would be different, ask them to think about how the government was operated under the Articles of Confederation.

Explain to students that Article II of the United States Constitution pertains to the executive branch.

2. Create a class list of the responses. Do not correct the student's responses.
3. Solicit responses from students to determine the name or the position titles of the head of the executive branch. Remind students to consider the function of the branch when trying to determine who is in charge of it.
4. Distribute the handout, *Organization of the Executive Branch* (Attachment A). Discuss the handout with students to ensure they understand what is represented. (Guided Practice)
5. Have students try to determine what types of matters or issues are performed in each executive office and cabinet department. (Independent Practice)
6. Recap lesson (Closure Activity)
7. Homework: Have students identify the qualifications of President and Vice President.

Session 2: Qualifications of President and Vice President _____

Materials

- Overhead projector or board
- Textbook

Instructional Activities

1. Review homework by placing on the overhead/board a class list of the qualifications the students think are necessary in order to become President or Vice President of the United States.
2. Have students use their textbooks to determine whether the qualifications as stated in their homework and on their class list are true qualifications.
3. Likewise, have students determine the term limits, salary, and benefits associated with each office. (Ensure that the students are aware of the 22nd Amendment, which set limits on number of terms.)
4. Ask students to explain the difference between being a natural born citizen and the citizenship requirement of the President.
5. Assist students in using a Venn diagram to prepare a chart that compares, contrasts, and shows the similarities of the legislative and executive branch. (Guided Practice)
6. Have students examine each qualification of the President and Vice President by writing an essay that clearly identifies the importance of the qualification.
7. Homework: Have students generate a list of duties that the President and Vice President are responsible for performing.

Session 3: Duties of the President

Materials

- Overhead projector or board
- Several hats
- Textbook
- Tape of State of the Union Address (alternative)
- Internet access (alternative)

Instructional Activities

Suggestion: Before class, the teacher places several hats on his or her head and wears them during the homework review. The teacher then explains that the President performs many duties simultaneously; thus, the President is said to wear a lot of hats.

1. Review Homework assignment by quickly allowing students to discuss the duties of the President and Vice President. (This information should be taken from the list that students generated as homework.)
2. Have students prepare a chart that identifies what they want to know about the roles of the President and what they learned at the end of the lesson.
3. Write the eight roles of the President on the board. Direct the students to create in their notebooks a table that shows the President's role on the left and the exact functions he fulfills in that role on the right. (Guided Practice)
4. ALTERNATE ASSIGNMENT (Independent Practice)
 - Show students a copy of a State of the Union Address and have them work in groups to find evidence of the President performing each of the roles of President.
 - Allow students to write a State of the Union Address that addresses all of the President's roles.
 - Have students use the Internet, newspapers, and magazines to find evidence of the President fulfilling his presidential roles.
5. Review the roles of the President. Have students write or discuss which role(s) is most generally identified with the President. (Closure Activity)
6. Homework: Have students create a list of which President they believe did a better job performing each of the presidential roles. Allow them to use President George W. Bush, Jr. and former President William J. Clinton as comparison.

Session 4: Duties of the President (Continued)

Materials

- Overhead projector or board
- Political cartoons of the President fulfilling presidential roles

Instructional Activities

1. Review roles of the President.
2. Divide students into groups. Have groups create political cartoons for each of the presidential roles. (Guided Practice)
3. Show the students' political cartoons to the class. Have students write down the role that the President is performing as a quiz. (Independent Practice)
4. Have students write a paragraph that tells which presidential role they feel is most important. (Closure Activity)

Session 5: Presidential Succession

Materials

- Overhead projector or board
- Handout, *Presidential Succession* (Attachment B)

Instructional Activities

1. Have students give examples of people who may assume the duties of another person in case of illness or death. (Examples might include substitute teacher, vice-chairperson of an organization, or understudy to the star of a play.) Student responses may vary; however, responses should center on the fact that provisions are made for a particular person to step into a particular role if necessary. Relate these examples to the provisions made for presidential succession.
2. Provide students with the list of Presidential Succession (Attachment B). Ask them how the positions listed on the Presidential Succession handout demonstrate the importance of each position in government.
3. Have students create in their notebooks a chart with the headings of Presidential Successor and Duties. Under the Presidential Successor column, have the students write down the title of the position that comes next in line for office. Under the Duties column, have students write down the job duties or areas of responsibility for each Presidential Successor.
6. Review the chart.
7. Allow students to make another chart with the headings of Presidential Successor and Reasons. Under the Presidential Successor heading, students should alter the actual list to show who they believe should be next in line for the Presidency. Under the Reasons heading, have students explain their reason for each alteration.
8. Allow students to conduct a book search to determine which Constitutional Amendment pertains to Presidential Succession. (25th Amendment)
9. Allow students to discuss the rationale of having a Presidential Succession list clearly defined. (Closure Activity)
10. Homework: Have students identify which positions as listed on the Presidential Succession handout have the least likely chance of becoming President. Students need to explain their answer. Review for Test.

Session 6: Checks and Balances of the Executive Branch

Materials

- Overhead projector or board
- Textbook

Instructional Activities

1. Ask students to respond the following question in their notebooks.

Think of a weight scale. Why it is important at times for both sides to be equal?

Student responses may vary; however, they should center on the fact that equality is necessary for the scale to balance.

2. Assign students the section of the textbook that pertains to the checks and balances of the executive branch.
3. Have students create a list of the checks the executive branch has over the other branches of government.
4. Likewise, have students create a list of the balances the other branches of government have over the executive branch.
5. Using the lists that were created, have students explain the importance of each check and balance of the executive branch.
6. Homework: Have students justify the checks and balances they believe are essential, identify those that they believe are not essential, and create one additional check and balance. Study for the test.

Session 7: Test Review Activity

Materials

- Overhead projector or board
- Review questions
- Different colors of chalk or transparency pens

Instructional Activities

1. Construct a football grid on the overhead projector or board that shows goal lines at opposing ends of the field separated by ninety yards in between the goals. Each line increment is worth ten yards. Thus, nine lines are needed in between the goal lines.
2. Place students into two teams, and assign each team a color of chalk or transparency pen.
3. Flip a coin to determine which team will play first.
4. Ask a question to whichever team won the coin toss.
5. If the team answers the question correctly, advance them from the zero line to the 10-yard line, and place an X using their color.
6. Continue to ask questions of that team, marking progress with an X on each line, until the team either obtains a touchdown or fails to answer a question correctly.
7. If the students on the other team can answer the question correctly, award them the ball on the last line marked with an X. This is considered to be an interception.
8. Close to the end of class, ask students if they have any questions pertaining to the information presented in this unit. If so, discuss.
9. Homework: Study for the test.

Session 8: Assessment

Materials

- Assessment

Instructional Activities

1. Administer the test. Sample assessment items can be found on Attachment C.

Attachment A: Organization of the Executive Branch

PRESIDENT

EXECUTIVE OFFICE OF THE PRESIDENT

- Domestic Policy Council
- Office of National AIDS Policy
- President's Foreign Intelligence Advisory Board
- Office of Management and Budget
- Council of Economic Advisers
- Office of National Drug Control Policy
- Council on Environmental Quality
- Office of Science and Technology Policy
- Office of Administration
- National Security Council
- National Economic Council
- Office of Faith-Based and Community Initiatives
- Office of the United States Trade Representatives
- President's Critical Infrastructure Protection Board
- USA Freedom Corps
- White House Military Office

VICE PRESIDENT

CABINET DEPARTMENTS

- Department of Agriculture
- Department of Commerce
- Department of Defense
- Department of Education
- Department of Energy

- Department of Health and Human Services
- Department of Homeland Security
- Department of Housing and Urban Development
- Department of the Interior
- Department of Justice
- Department of Labor
- Department of State
- Department of Transportation
- Department of the Treasury
- Department of Veterans Affairs

Attachment B: Presidential Succession

NOTE: Instruct students to identify the individuals that currently fill these positions.

1. Vice President
2. Speaker of the House
3. President *Pro Tempore* of the Senate
4. Secretary of State
5. Secretary of the Treasury
6. Secretary of Defense
7. Attorney General
8. Secretary of the Interior
9. Secretary of Agriculture
10. Secretary of Commerce
11. Secretary of Labor
12. Secretary of Health and Human Services
13. Secretary of Housing and Urban Development
14. Secretary of Transportation
15. Secretary of Energy
16. Secretary of Education
17. Secretary of Veterans Affairs
18. Secretary of Homeland Security

Attachment C: Sample Assessment Items _____

Asterisk () indicates correct answer.*

<p>1. Which Article of the United States Constitution pertains to the executive branch?</p> <p>A Article I B Article II* C Article III D Article IV</p> <p>2. What is the function of the executive branch?</p> <p>A Make the laws B Carry out the laws* C Interpret the laws D Adjust the laws</p>	<p>3. What title is given to the individual who heads the executive branch?</p> <p>A Speaker of the House B President Pro Tempore C President* D Vice President</p> <p>4. Who is the second individual in line to head the executive branch?</p> <p>A Speaker of the House B President Pro Tempore C President D Vice President*</p>
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Organizing Topic

National Government: The Judicial Branch

Standard(s) of Learning

- GOVT.7 The student will demonstrate knowledge of the organization and powers of the national government by
- a) examining the legislative, executive, and judicial branches;
 - b) analyzing the relationship between the three branches in a system of checks and balances.
- GOVT.10 The student will demonstrate knowledge of the operation of the federal judiciary by
- a) explaining the jurisdiction of the federal courts;
 - b) examining how John Marshall established the Supreme Court as an independent, co-equal branch of government through his opinions in *Marbury v. Madison*;
 - c) describing how the Supreme Court decides cases;
 - d) comparing the philosophies of judicial activism and judicial restraint.

Essential Understandings, Knowledge, and Skills

	Correlation to Instructional Materials
Skills <i>(to be incorporated into instruction throughout the academic year)</i>	
Analyze primary and secondary source documents.	
Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets.	
Analyze political cartoons, political advertisements, pictures, and other graphic media.	
Distinguish between relevant and irrelevant information.	
Evaluate information for accuracy, separating fact from opinion.	
Identify a problem and prioritize solutions.	
Content	
Explain that the organization and powers of the judicial branch are derived from the Constitution of the United States of America and federal law.	
Describe the organization and jurisdiction of the United States Court System	
• Supreme Court	
– Nine justices, no jury	
– Hears appeals from lower federal courts and highest state court	
– Has limited original jurisdiction	
• United States Court of Appeals	
– Judges, no jury	
– Hears appeals from United States district courts and certain other federal courts and commissions	
• United States District Court	
– Judge and jury	
– Tries cases involving federal crimes and federal civil proceedings	
– Does not hear appeals	

Explain that a constitutional system of checks and balances gives each of the three branches of government ways to limit the powers of the other branches and protects against an abuse of power by any one branch of government.

Describe the checks of the judicial branch:

- Over the legislative branch
 - To declare laws unconstitutional
- Over the executive branch
 - To declare executive acts unconstitutional

Explain that the United States has a separate court system whose jurisdiction is derived from the Constitution of the United States of America and federal laws.

Explain that Article III of the Constitution of the United States of America and federal laws identify the jurisdiction of the federal courts.

Describe the types of jurisdiction:

- Exclusive jurisdiction—Certain cases, such as bankruptcy and federal crimes, can only be tried in federal courts.
- Concurrent jurisdiction—Congress allows some cases to be tried in either federal or state courts (e.g., cases between citizens of different states).

Describe the jurisdiction of regular federal courts:

- Supreme Court—Appellate and limited original
- U. S. Court of Appeals—Appellate
- U. S. District Courts—Original

Explain that the Supreme Court of the United States is the court of last resort. It hears appeals from state and special courts.

Using the following information, evaluate how the United States Supreme Court gained recognition as an equal branch of government as a result of John Marshall's judicial strategy:

- Prior to the appointment of Chief Justice John Marshall, the Supreme Court had little power.
- In *Marbury v. Madison* (1803), Chief Justice Marshall and the Supreme Court first declared an act of Congress unconstitutional, thus establishing the power of judicial review.

Describe how the Supreme Court hears cases and makes decisions based on the opinions of the majority.

Steps in deciding cases

- Briefs—Both sides of the case and any interested parties submit written information summarizing their point of view.
- Oral arguments—Lawyers for each side present oral arguments. They are often questioned by the justices regarding their arguments.
- Conference—Following oral arguments, justices meet to discuss the merits of a case. The decision of the court is determined by a majority vote.

- **Opinions**—Justices are assigned to write the majority and minority opinions of the court. When all opinions have been written and justices have determined which opinion they will support, the decision is announced in public. Justices who disagree with those opinions may write a dissenting opinion

Using the following information, explain how the philosophies of judicial activism and judicial restraint relate to the federal judiciary's exercise and its authority:

- Supporters of the philosophies of judicial activism and judicial restraint disagree regarding the role of the federal judiciary.
- Judicial activists believe federal courts should use the power of judicial review to solve important societal issues. Since justices are not elected, they can make controversial decisions without fear of losing office.
- Those in favor of judicial restraint argue that the Supreme Court should avoid ruling on constitutional issues whenever possible. When action is necessary, it should decide cases in as narrow a manner as possible.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“Federal Courts Finder.” MacMillan Library, Emory School of Law. <<http://www.law.emory.edu/FEDCTS/>>. This site provides information on United States Courts of Appeal.

“Full Text of Supreme Court Decisions Issued between 1937 and 1975.” U.S. Department of Commerce. <<http://www.fedworld.gov/supcourt/index.htm>>. This site allows users to search for cases by name.

“The Great Chief Justice at Home.” The National Park Service. <<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/49marshall/49marshall.htm>>. This site provides biographical information on John Marshall, emphasizing his accomplishments within the historical context of his time on the bench.

“How Does Our System of Checks and Balances Protect Our Rights?” The Social Studies Help Center. <http://www.socialstudieshelp.com/Lesson_13_Notes.htm>. This site provides information on the checks and balances within the United States Government system.

“*Marbury v. Madison* (1803): Background and Explanation.” The James Madison Center, James Madison University. <<http://www.jmu.edu/madison/marbury/background.html>>. This site provides information on the landmark court decision, *Marbury v. Madison*.

Supreme Court of the United States. <<http://supremecourtus.gov/>>. This site provides information on the United States Supreme Court: structure, procedures, and cases.

“Supreme Court of the United States.” *MSN Encarta*. <http://encarta.msn.com/encyclopedia_761574302/Supreme_Court_of_the_united_States.html>. Section III of this site provides information on the jurisdiction of the Supreme Court.

“United States District Courts.” *U.S. Courts*. <<http://www.uscourts.gov/districtcourts.html>>. This site provides information on jurisdiction of District Courts.

“U.S. Courts, The Federal Judiciary.” <<http://www.uscourts.gov/links.html>>. This site provides links to all U.S. federal courts.

“U.S. Judiciary.” *Law Library of Congress*. <<http://lcweb.loc.gov/law/guide/usjudic.html>>. This site provides information on the United States court system.

Session 1: Introducing the Judicial Branch

Materials

- Overhead projector or board

Instructional Activities

1. Ask students to respond to the following questions in their notebook: "What is justice? Who are some individuals or groups who help establish justice in our society? What would our society be like without laws and the court system?" Student responses may vary; however, responses should center on the judicial branch interpreting the law. Should students have a difficult time thinking of how our country would be different, suggest that students think about how the government was operated under the Articles of Confederation. Explain to students that Article III of the United States Constitution pertains to the Judicial Branch.
2. Create a class list of the responses. Do not correct the student's responses.
3. Solicit responses from students to determine the name or the position titles of the head of the judicial branch. Remind students to consider the function of the branch when trying to determine who is in charge of the judicial branch.
4. Have students perform a book scavenger hunt to locate the title of the head of the National Court System and the title of all other national court officials. (The title given to the head of the National Court System is the Chief Justice. All other members of the Supreme Court are referred to as Justices.)
5. Continue the book scavenger hunt to locate the qualifications of the National Court System.
6. Have students identify in writing the benefits and drawbacks of a lack of formal qualifications required for becoming a Supreme Court Justice or Chief Justice. Explain to students that Article III of the United States Constitution pertains to Federal Court System.
7. Homework: Have students make a list of the things in their daily lives that they believe might have been influenced by Supreme Court decisions.

Session 2: Duties and Jurisdictions of Federal Courts

Materials

- Overhead projector or board
- Handout, *Duties of the Federal Court System* (Attachment A)
- Internet access (optional)

Instructional Activities

1. Provide students the handout, *Duties of the Federal Court System* (Attachment A).
2. Ask students to analyze the handout as a means to develop a definition of the word *jurisdiction*. Student responses may vary; however, responses should center on words synonymous with *control*.
3. Allow students to work in groups to determine the differences between original, appellate, and concurrent jurisdiction. Have groups create a scenario that correctly corresponds to each type of jurisdiction.
4. Have groups read their scenarios, and allow the other groups to try to figure out the type of jurisdiction being presented.
5. Have students individually conduct a search (textbook or Internet) to determine the type of jurisdiction assigned to the Supreme Court (appellate and limited original), U.S. Court of Appeals (appellate), and U.S. District Courts (original). The following Web sites may be helpful in this activity:
 - “United States District Courts.” *U.S. Courts*. <<http://www.uscourts.gov/districtcourts.html>>. This site provides information on jurisdiction of District Courts.
 - “Supreme Court of the United States.” *MSN Encarta*. <http://encarta.msn.com/encyclopedia_761574302/Supreme_Court_of_the_united_States.html>. Section III of this site provides information on the jurisdiction of the Supreme Court.
 - “U.S. Judiciary.” *Law Library of Congress*. <<http://lcweb.loc.gov/law/guide/usjudic.html>>. This site provides information on the United States court system.
6. Discuss and review this information.
7. Homework: Have students explain their views on whether it is a positive practice to have different types of jurisdictions in the U.S. federal court system.

Session 3: Distinguishing among Federal Courts

Materials

- Overhead projector or board
- Textbook

Instructional Activities

1. Review the function of the judicial branch.
2. Instruct students to read the section in their textbook that corresponds to the Supreme Court.
3. As they read, have students record the answers to the following questions:
 - How many justices serve on the Supreme Court?
 - How many jurors serve on the Supreme Court?
 - How are Supreme Court justices appointed?
 - What are the qualifications for becoming a Supreme Court justice?
 - What types of cases does the Supreme Court hear?
 - What is the difference between original and appellate jurisdiction?
 - In what type of cases does the Supreme Court have original jurisdiction?
4. Review the responses to the questions.
5. Instruct students to read the textbook sections on the United States Court of Appeals.
6. As they read, students should write down the answers to the following questions:
 - Who is in charge of the hearings and rendering of decisions in a case heard before the United States Court of Appeals?
 - What type of cases does the United States Court of Appeals hear?
7. Review the responses to the questions.
8. Have students create a chart that compares and contrasts the U.S. Supreme Court to the U.S. Court of Appeals.
9. Homework: Have students read the section of their textbook that relates to the United States District Court.

Session 4: *Marbury v. Madison*

Materials

- Overhead projector or board
- Textbook
- Internet access (optional)

Instructional Activities

1. As a group, have students create a table with three columns that are headed District Courts, Courts of Appeals, and Supreme Court.
2. Under each heading, have students write down characteristics of each court.
3. Show students a diagram that shows the Federal Court System. Have them identify which court is the court of last resort. (Supreme Court) Explain to students that the power of the Supreme Court has expanded over time, moving from having very little power to having a great deal of power.
4. Instruct students to conduct a scavenger hunt for the facts surrounding the *Marbury v. Madison* (1803) case.
5. Have students write a summary of ways in which the *Marbury v. Madison* case changed the role of the Supreme Court. Ensure that students identify and define the concept of judicial review.
6. Homework: Have students use their textbook or the Internet to determine the checks the Judicial Branch has over the other branches. The following Web site may be helpful in this activity:
 - “How Does Our System of Checks and Balances Protect Our Rights?” The Social Studies Help Center <http://www.socialstudieshelp.com/Lesson_13_Notes.htm>. This site provides information on the checks and balances within the United States Government system.

Session 5: Court Cases

Materials

- Overhead projector or board
- Magazines, newspapers
- Internet access (optional)
- Scissors
- Tape or glue
- Crayons or magic marker

Instructional Activities

1. Review the previous session activity.
2. Instruct students to work in groups to create portfolios, using magazines, newspapers, and the Internet to find articles on court cases. Groups should obtain two articles for each student represented in the group. (Example: If there are four students in Group 1, the group is responsible for reporting on eight articles.)
3. Have groups of students summarize their articles, determine in which court jurisdiction the case is being heard, and ascertain whether the case has the ability to be appealed further.
4. Students should also indicate if the case involved in the article is a criminal or civil case. (If students are unaware of the differences between criminal and civil cases, they should use their textbook or class dictionary to determine the differences.)

Session 6: How the Supreme Court Works

Materials

- Overhead projector or board
- Graphic organizer, *How the Supreme Court Works* (Attachment B)
- Bulletin board paper or blank drawing paper

Instructional Activities

1. Review content from previous sessions.
2. Instruct students to respond to the following question in their notebooks: "What are the benefits, as well as restraints, of the Supreme Court assuming additional areas of power?" (As noted in the *Marbury v. Madison* case.)
3. Allow students to read the section in the textbook that pertains to the Supreme Court at work or steps in deciding major cases.
4. Students should complete a graphic organizer, similar to the one provided on Attachment B, of each phase of a hearing in the Supreme Court (Submitting Briefs, Oral Arguments, and The Conference) by placing important details about each topic on the lines to the right. All vocabulary words that are italicized or bolded in the textbook should be explained on the lines as well.
5. Allow students to work in groups to prepare either a poster or political cartoon that illustrates and explains the role of the Supreme Court. Concepts such as conferences, opinions, and the expanded privileges that the court inherited after the *Marbury v. Madison* case should be included.
6. Have students write a brief explanation of their opinions on the issues of affirmative action and capital punishment. Instruct them to identify in their explanations the constitutional concerns raised by these issues.

Session 7: Supreme Court Majority and Dissenting Opinions _____

Materials

- Overhead projector or board
- Internet access

Instructional Activities

1. Review content from previous sessions.
2. Allow students to search for cases that pertain to the topics of affirmative action and capital punishment. Students may use the following Web site to help them with their research:
<<http://www.fedworld.gov/supcourt/index.htm>>
4. Instruct students to find two cases related to each topic and determine the actual complaint involved in each case (give details). Have students report the Supreme Court ruling and identify any concurring and dissenting opinions.
5. If students find concurring or dissenting opinions, have them explain the rationale for those opinions.

Session 8: Supreme Court Simulation, Part 1

Materials

- One blank 5" x 8" index card for each student

Instructional Activities

1. Review content from the previous sessions.
2. Assign students to groups.
3. Assign a topic (either affirmative action or capital punishment) to each group, and tell students which role they will be performing. The roles will consist of Justice, Solicitor General, or Attorney for each of the topic presentations.
4. Explain that the students assigned the roles of Attorney and Solicitor General will prepare briefs on their topic and present oral arguments to the court. (Students assigned the role of Justice will hear the case, confer, write opinions, and hand down decisions.)

Session 9: Supreme Court Simulation, Part 2

Materials

- Overhead projector or board

Instructional Activities

1. Rotate groups so that the groups may change tasks from the day before.
2. Have students assigned the roles of Solicitor General and Attorney argue for or against the topic of affirmative action before the Justices.
3. After groups assigned the topic of affirmative action have had an opportunity to argue their case, have the Justices discuss the arguments and hand down their majority ruling.
4. Have the class discuss their feelings and opinions about the topic.

Session 10: Supreme Court Simulation, Part 3

Materials

- Overhead projector or board

Instructional Activities

1. Rotate groups so that the groups may change tasks from the day before.
2. Have students assigned the roles of Solicitor General and Attorney argue for or against the topic of capital punishment before the Justices.
3. After groups assigned the topic of capital punishment have had an opportunity to argue their cases, have the Justices discuss the arguments and hand down their majority ruling.
4. Have the class discuss their feelings and opinions about the topic.

Session 11: Supreme Court Simulation, Conclusion

Materials

- Overhead projector or board

Instructional Activities

1. Discuss with students how they made their decisions when they were Justices in the class Supreme Court simulations.
2. Introduce the concepts of Judicial Activism and Judicial Restraint. (Judicial Activism says that federal courts should use the power of judicial review to solve important societal issues. Judicial Restraint argues that the Supreme Court should avoid ruling on constitutional issues whenever possible and give decisions in the narrowest manner when a decision is needed.)
3. Review for a test.

Session 12: Test Review Activity

Materials

- Overhead projector or board
- Review questions
- Different color chalk or transparency pens

Instructional Activities

1. Construct a football grid on the overhead projector or board that shows goal lines at opposing ends of the field separated by ninety yards in between the goals. Each line increment is worth ten yards. Thus, nine lines are needed in between the goal lines.
2. Place students into two teams, and assign each team a color of chalk or transparency pen.
3. Flip a coin to determine which team will play first.
4. Ask a question to whichever team won the coin toss.
5. If the team answers the question correctly, advance them from the zero line to the 10-yard line, and place an X using their color.
6. Continue to ask questions of that team, marking progress with an X on each line, until the team either obtains a touchdown or fails to answer a question correctly.
7. If the students on the other team can answer the question correctly, award them the ball on the last line marked with an X. This is considered to be an interception.
8. Close to the end of class, ask students if they have any questions pertaining to the information presented in this unit. If so, discuss.
9. Homework: Study for the test.

Session 13: Assessment

Materials

- Copies of the test

Instructional Activities

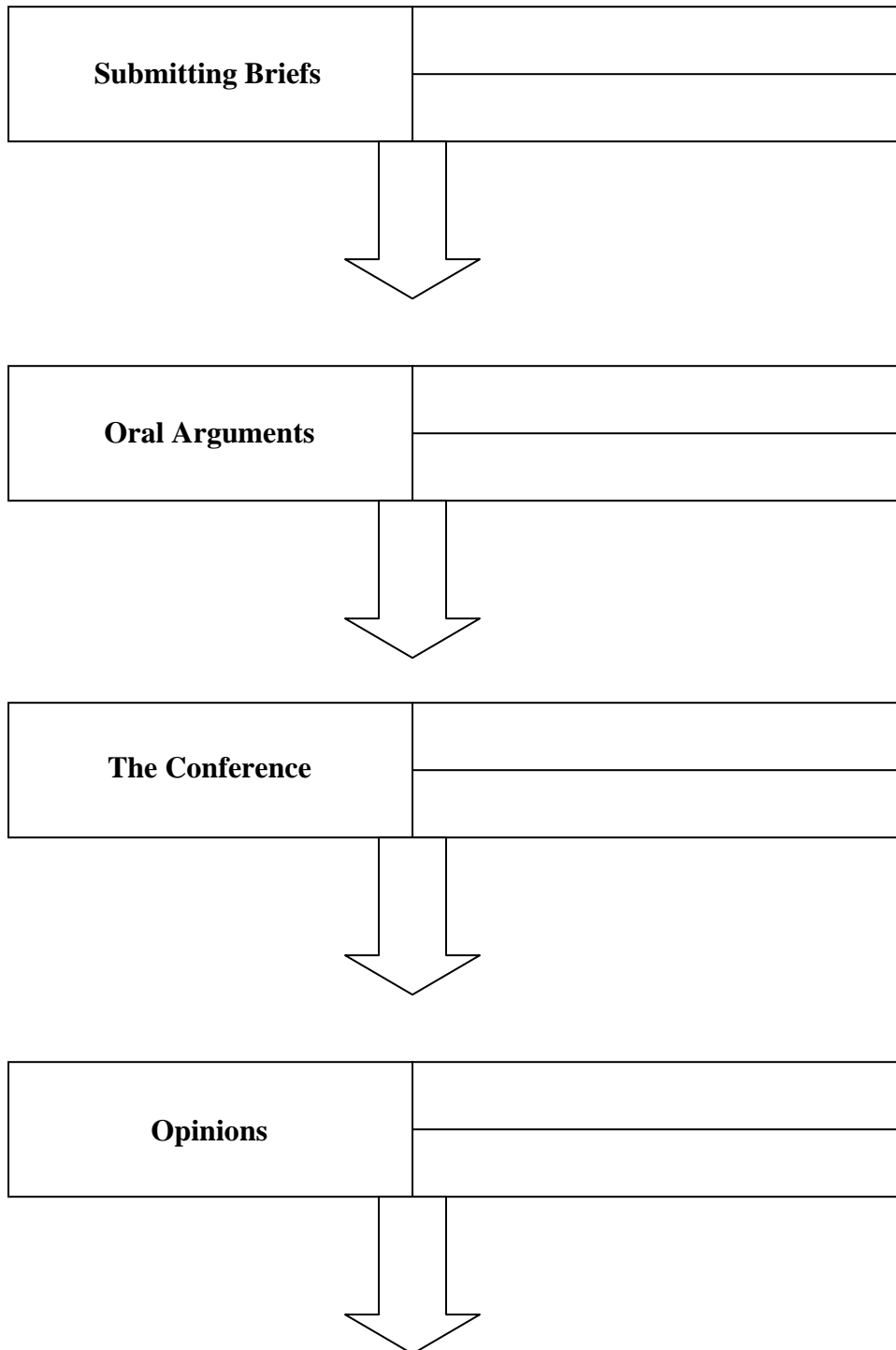
1. Administer the test. Sample assessment items can be found on Attachment C.

Attachment A: Duties of the Federal Court System _____**Duties of the Federal Court System****Federal courts handled cases that involve:**

- Federal law
- Treaties with foreign nations
- Bankruptcy
- Admiralty and maritime law
- Foreign diplomats or foreign governments
- Two or more state governments
- The United States government
- Citizens of different states
- A state and a citizen of a different state
- Land grant claims of different states

The Supreme Court has power to:

- Interpret the Constitution
- Determine the constitutionality of state laws
- Uphold regulatory laws
- Protect civil liberties
- Influence public policy

Attachment B: How the Supreme Court Works _____

Attachment C: Sample Assessment Items

Asterisk () indicates correct answer.*

<ol style="list-style-type: none"> 1. Prepare a chart that compares the Supreme Court, the United States Court of Appeals, and the United States District Court. Include in the chart whether juries are used in the different courts and how cases arrive at the courts. 2. Explain how the judicial branch checks on the executive branch. 3. Explain the checks the legislative branch has on the judicial branch. 4. Explain the checks the executive branch has on the judicial branch. 5. Explain how Supreme Court Justices are selected and how long they serve. 6. How many justices are on the United States Supreme Court? <ol style="list-style-type: none"> 7 justices 9 justices* 13 justices 20 justices 	<ol style="list-style-type: none"> 7. The United States Supreme Court and the United States Court of Appeals have which of the following in common? <ol style="list-style-type: none"> Both courts have judges but no jury* Both establish a limited on length of a judge's term Both courts hear cases only against individuals Both courts hear only capital cases 8. The United States Supreme Court provides a check on the legislative branch of the United States government by <ol style="list-style-type: none"> reviewing foreign policy established by the President. determining whether sufficient evidence exist to prosecute governors. recommending new legislation to members of Congress. determining the constitutionality of laws passed by Congress.* 9. The United States Supreme Court established itself as an equal branch of government under which one of the following Chief Justices? <ol style="list-style-type: none"> Warren Burger John Marshall* John Jay Roger Taney
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Organizing Topic

National Government: Shaping Public Policy

Standard(s) of Learning _____

- GOVT.9 The student will demonstrate knowledge of the process by which public policy is made by
- a) examining different perspectives on the role of government;
 - b) explaining how local, state, and national governments formulate public policy;
 - c) describing the process by which policy is implemented by the bureaucracy at each level;
 - d) analyzing how individuals, interest groups, and the media influence public policy.

Essential Understandings, Knowledge, and Skills _____

	Correlation to Instructional Materials
Skills <i>(to be incorporated into instruction throughout the academic year)</i>	
Analyze primary and secondary source documents.	_____
Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets.	_____
Analyze political cartoons, political advertisements, pictures, and other graphic media.	_____
Distinguish between relevant and irrelevant information.	_____
Evaluate information for accuracy, separating fact from opinion.	_____
Identify a problem and prioritize solutions.	_____
Content	
Using the following information, analyze how individuals have different opinions about the role of government in shaping public policy.	_____
Differences of opinion about the role of government are due primarily to ideology.	_____
An ideology is a set of basic beliefs about life, culture, government, and society. A person's ideology provides a framework for looking at government and public policy. Ideology is shaped by many factors including family, education, religion, socio-economic status, race and ethnicity, gender, and region. Traditionally, American political perspective falls into two broad categories of opinion:	
<ul style="list-style-type: none">• Conservative—Generally believes that the role of government should be limited and that freedom of opportunity should be promoted• Liberal—Generally believes that the role of government should be active and that economic equality should be promoted	_____ _____
Explain that individuals may not always be consistent in their opinions about public policy (e.g., a person may hold conservative views about the economy and liberal views about society).	_____
Explain that public policy is the action the government takes to address an issue, solve a problem, or meet the needs and wishes of the citizens.	_____
Explain that public policy is shaped by the interaction of the participants in the policy process with the policy agenda.	_____

Explain that participants in the policy process include political leaders, interest groups, the media, and individual citizens.

Explain that these participants shape the policy agenda and develop public policy by:

- Attending political and governmental meetings
- Lobbying
- Working in campaigns
- Contributing money to candidates and funding causes
- Organizing public opinion
- Filing a legal challenge
- Petitioning government
- Demonstrating
- Running for office

Explain that public policy is primarily implemented by bureaucracies at the national, state, and local levels.

Using the following information, explain how at all levels of government, bureaucracies conduct the day-to-day operation of government and carry out public policy.

- Bureaucracies shape the meaning of laws passed by legislatures through rule-making and help to draft new bills for lawmakers.
- Some bureaucrats shape policy by providing information and advice to the executive branches of government.

Identify levels of bureaucracy:

- National
 - Cabinet department
 - Office of the President
- Federal agencies Virginia
 - Cabinet departments
 - Office of the Governor
 - State agencies
- Local
 - County/city agencies
 - Regional authorities

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

Democratic National Committee. <<http://www.democrats.org/>>. This site offers news and opinions about regional, national, and international issues from the perspective of the Democratic Party.

“Directory of U.S. Political Parties.” <<http://www.politics1.com/parties.htm>>. This site contains information on the two major political parties and a large variety of third parties in the United States.

FedWorld.gov. <<http://www.fedworld.gov/>>. This site, a program of the U.S. Department of Commerce, allows users to locate government information and link to many Web sites.

FirstGov.Gov. <<http://www.firstgov.gov/>>. The United States Government’s Official Web Portal allows users to search for information on a variety of offices and services.

Government Accounting Office. <<http://www.gao.gov/>>. This site provides information regarding the auditing, evaluation, and investigation of government programs and offices.

Grassroots International. <<http://www.grassrootsonline.org/>>. The purpose of this organization is to promote justice throughout the world.

Grassroots Recycling Network. <<http://www.grrn.org/>>. The site promotes recycling and other environmental protections.

@Grass-Roots.org. <<http://www.grass-roots.org/>>. This site tells the stories of some of the nation’s most successful grassroots programs.

“Media Bias Videos.” <<http://www.mediaresearch.org/videobias/vidbias.asp>>. This site contains the Media Research Center’s collection of media bias caught on tape.

“NOW with Bill Moyers.” <<http://www.pbs.org/now/politics/mediahistory.html>> This site presents milestones in the history of media and politics.

“The Political Quiz Show.” *USA Weekend.* <<http://madrabbit.net/webrabbit/quizshow.html>>. This site contains an online quiz that, when completed, suggests whether the individual completing the quiz is more liberal or conservative.

Republican National Committee. <<http://www.rnc.org/>>. This site offers news and opinions about regional, national, and international issues from the perspective of the Republican Party.

Virginia Information Providers Network. <<http://www.vipnet.org/>>. This site functions as a portal for services of and information on Virginia’s government.

Session 1: Exploring Ideology

Materials

- None identified

Instructional Activities

1. Introduce the session with a short class discussion about the different beliefs that people have concerning life, culture, government, and society. Give examples of each topic and make sure they are different from the issues identified in step 2 below. Allow students to brainstorm other examples.
 - Life – right to die
 - Culture – celebrating the New Year
 - Government – dictatorship
 - Society – prescription drug coverage for the elderly
2. List the following topics on an overhead transparency, and direct the students to copy the topics and form an opinion about each one, based on their own knowledge. There are no wrong answers. Answers will vary.
 - Death penalty
 - Democracy
 - Communism
 - Welfare
 - Homelessness
 - Pollution
 - Gun control
 - Religion
 - Welfare
 - Drugs
3. Ask for volunteers to read some of their opinions. Be sure to point out the differences that exist for the same topic.
4. Write the definition for *ideology* on the board, spacing out the four categories. Have the students come to the board and place each of the overhead topics under a category. Have students copy the definition. Ask which student's set of beliefs should be chosen to promote public policies in the United States? Allow discussion.

Ideology- A set of basic beliefs about life, culture, government, and society.

5. Prepare for the next session by asking students, "What Shapes Our Individual Ideology". Ask the students where and how they formed the set of beliefs they have just described.
6. Have students interview their family members or other adult friends about how they formed their beliefs on the topics discussed in class. Tell them to be prepared to discuss the results of the interviews in class tomorrow. Make sure they take their notes home with them for the assignment.

Session 2: Determining Individual Ideology

Materials

- Handout: “Liberal v. conservative: Which one are you?” (Located at <http://madrabbit.net/webrabbit/quizshow.html>)
- Internet access

Instructional Activities

The following Web site may be helpful in the study of political parties and public policy:

- Directory of U.S. Political Parties. <<http://www.politics1.com/parties.htm>>.
1. Instruct students to write on a piece of paper the political party with which they most identify. Explain that they are not to disclose what they wrote.
 2. Instruct students to identify their position on the following topics (they may have some of these completed from the previous sessions activity):
 - Death penalty
 - Communism vs. democracy
 - The government’s role in combating homelessness
 - The government’s role in fighting pollution
 - Gun control
 - Should certain drugs be legalized?
 - Should three-time offenders receive parole?
 - What does freedom of religion mean?
 - Should the government drill in a portion of the wildlife preserves in Alaska?
 - How involved should the United States be in foreign countries?
 - Should the government raise income taxes to provide more services, and if so, what services should be provided?
 - Should the federal government regulate education? If so, how?
 - Additional topics selected by the teacher

Instruct students to write a sentence or two on each issue to explain their position.

3. Explain that they are going to look at the platforms of political parties during the next session and they will then determine whether the party they identified with earlier is actually the party that follows their political views most often.
4. Instruct students to interview their parents or other friends and family members to see what their responses would be to the same questions.
5. *Optional Activity:* Instruct students to complete the survey found at <http://madrabbit.net/webrabbit/quizshow.html>.

Session 3: Ideology and Political Parties

Materials

- Chalkboard
- Overhead projector
- Political Spectrum overhead transparency (Attachment A)

Instructional Activities

1. Have students write a short essay about the interviews conducted. Use the following writing prompt: I discovered that we get our individual ideology by (or through)...
2. Allow some of the students to read some of their essays in class. As they read the essays, list the different ways ideologies are formed on the chalkboard. Ensure that family, education, gender, region, and socio-economic status are included in the list. Explain each factor added to the list.
3. Prior to the lesson, get a list of third parties and their beliefs from the Web site <http://www.politics1.com/parties.htm>. Scroll down to The Third Parties.
4. Write the terms *Conservative* and *Liberal* on the chalkboard. Describe how all of these opinions fall into two broad categories. Under the terms write the political parties Republican and Democrat respectively.
5. Ask the students if they can describe the ideology of the Republican Party and the Democratic Party.

Place the Political Spectrum transparency (Attachment A) on the overhead projector:

6. Using the topics and questions from the previous session, discuss which position members of the two majority parties would probably take. List them on the board or overhead. Ask students if the political party they identified with in the previous session actually follows the political ideology they support.
7. Discuss ultra liberals and right wing conservatives. Explain that most people and politicians are not extreme in either direction. Therefore most politicians must strive for the center to get elected or reelected into office. Explain that a person can hold conservative views about the economy and liberal views about society. Be sure to give some examples, such as: a person may hold a strong belief in supporting more funding for the military but also holds a strong belief about protecting the environment.
8. Explain to students that at their age they are just beginning to form their own beliefs about government. Do they know if they are a Republican or a Democrat, and why?

Session 4: Ways to Influence Public Policy

Materials

- Chalkboard
- Internet access

Instructional Activities

NOTE: The following Web sites will help students gather information on groups who influence public policy:

- <<http://www.rnc.org/>>
- <<http://www.democrats.org/>>
- <<http://www.politics1.com/parties.htm>>
- <<http://www.pbs.org/now/politics/mediahistory.html>>
- <<http://www.mediaresearch.org/videobias/vidbias.asp>>
- <<http://www.dontpardonbigtobacco.org/>>
- <<http://www.protectmasskids.org/>>
- <<http://www.grn.org/>>
- <<http://www.grassrootsonline.org/>>
- <<http://www.grass-roots.org/>>

1. Write the definition of *public policy* on the board (see definition below), and have students copy it down.

Public policy: the action the government takes to address an issue, solve a problem, or meet the needs and wishes of the citizens

2. Introduce the different groups involved in the formation of public policy: political leaders, interest groups, the media, and citizens. Ask students to identify how these groups shape the policy agenda. Explain the term *policy agenda*.
3. Put students into teams of two or three. Assign one of the following groups to each team:
 - Republicans
 - Democrats
 - Any third party of the group's choosing (assign different third parties to two or three groups)
 - Interest groups
 - Media
 - Individual citizens

Direct teams to research how their group used each of the ways listed below to shape public policy. Use the Internet sites listed in the Note above.

- Attending political and governmental meetings
- Lobbying
- Working in campaigns
- Contributing money to candidates and funding causes
- Organizing public opinion
- Filing a legal challenge
- Petitioning government
- Demonstrating
- Running for office

4. Conduct a follow-up discussion about the ways groups and individuals shape public policy. Ask the students if they discovered other ways of shaping public policy that were not on their list?

5. Ask the students to think about the following for homework: Could each of the groups you researched implement the policies they want passed by themselves?

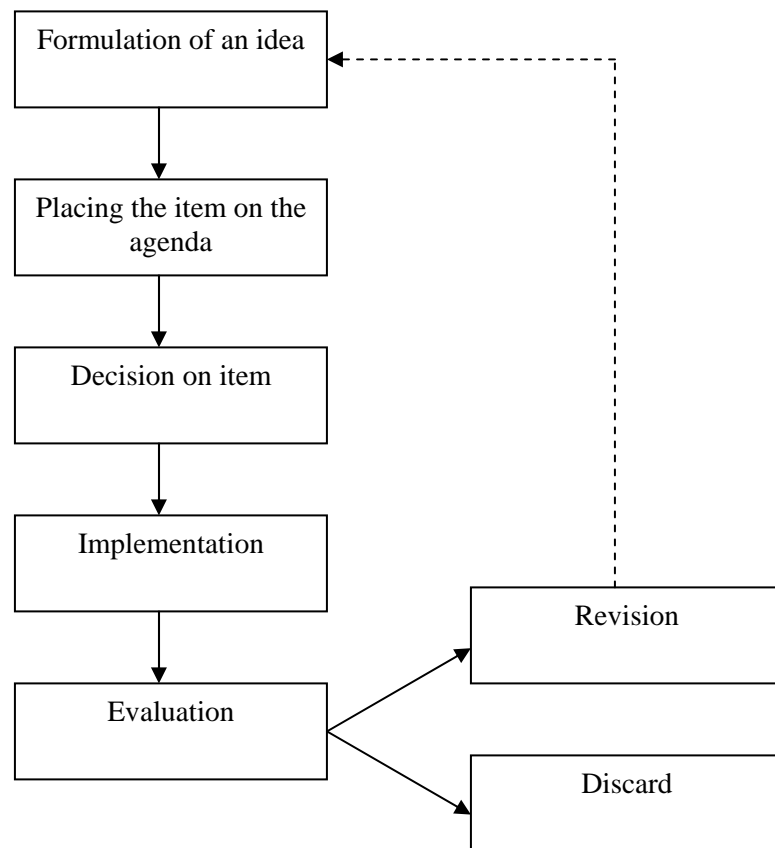
Session 5: Carrying Out Public Policy

Materials

- Handout: Levels of Bureaucracy (Attachment B)
- Internet access

Instructional Activities

1. Define and discuss the work of bureaucrats. At all levels of government, bureaucracies conduct the day-to-day operation of government and carry out public policy. Bureaucracies shape the meaning of laws passed by legislatures through rule-making and help to draft new bills for lawmakers. Some bureaucrats shape policy by providing information and advice to the executive branches of government.
2. Provide the following flowchart to guide discussion as students are introduced to the major steps in the policy process:



3. Distribute the handout Levels of Bureaucracy (Attachment B). Have students research bureaucracy at all levels of government, using the Web sites listed below:
 - <<http://www.firstgov.gov/>>
 - <<http://www.vipnet.org/>>
 - <<http://www.gao.gov/>>
 - <<http://www.fedworld.gov/>>

Allow students to finish on their own time and submit for a grade.

Session 6: Assessment

Materials

- None identified

Instructional Activities

1. Administer the assessment. Sample items are in Attachment D.

Attachment A: Political Spectrum_____



Attachment B: Levels of Bureaucracy

Directions: Complete a chart with the headings listed below. Be sure to follow the directions beside each heading. Use the following Web sites to do your research:

- <<http://www.firstgov.gov/>>
- <<http://www.vipnet.org/>>
- <<http://www.gao.gov/>>
- <<http://www.fedworld.gov/>>

National

- **Cabinet departments:** List the departments, the person in charge of each, and a brief job description of the department.
- **Office of the President:** List the different offices assisting the current president, the person holding each position, and a brief description of what he or she does to aid the President
- **Federal agencies:** List any ten federal agencies, the person in charge of each, and a brief description of the duties of that agency.

Virginia

- **Cabinet departments:** List the departments, the person in charge of each, and a brief job description of the department.
- **Office of the Governor:** List the different offices assisting the current governor, the person holding each position, and a brief description of what he or she does to aid the governor
- **State agencies:** List any five state agencies, the person in charge of each agency, and a brief description of the duties of that agency.

Local (your city)

- **County/city agencies:** List any five county agencies, the person in charge of each agency, and a brief description of the duties of that agency.
- **Regional authorities:** List any five regional authorities, the person in charge of each, and a brief description of the duties of that regional authority.

Attachment D: Sample Assessment Items

Asterisk (*) indicates correct answer.

<p>1. The term that best describes a set of basic beliefs about life, culture government, a society is</p> <p>A sociology. B theory. C ideology.* D theme.</p> <p>2. Which of the following is the action the government takes to address issues and meet the needs and wishes of the citizens?</p> <p>A Lobbying B Public policy* C Declaring laws unconstitutional D Contributing money to candidates</p> <p>3. All of the following are levels of bureaucracy at the national level EXCEPT</p> <p>A The Supreme Court.* B Cabinet departments. C Office of the President. D Federal agencies.</p> <p>4. The political ideology that generally believes that the role of the government should be limited is</p> <p>A Socialist. B Liberal. C Communist. D Conservative.*</p> <p>5. Which of the following characterizes an individual's political ideology?</p> <p>A Permanent B Both conservative and liberal views on different topics* C Rarely influenced by their life experiences D Extreme</p>	<p>Short Answer</p> <p>7. Define a conservative and give an example.</p> <p>8. Define a liberal and give an example.</p>
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Organizing Topic

Political Parties, Voting, and Interest Groups

Standard(s) of Learning

- GOVT.6 The student will demonstrate knowledge of local, state, and national elections by
- a) describing the organization, role, and constituencies of political parties;
 - b) describing the nomination and election process;
 - c) examining campaign funding and spending;
 - d) analyzing the influence of media coverage, campaign advertising, and public opinion polls;
 - e) examining the impact of reapportionment and redistricting;
 - f) identifying how amendments extend the right to vote;
 - g) analyzing voter turnout.
- GOVT.9 The student will demonstrate knowledge of the process by which public policy is made by
- a) examining different perspectives on the role of government;
 - b) explaining how local, state, and national governments formulate public policy;
 - c) describing the process by which policy is implemented by the bureaucracy at each level;
 - d) analyzing how individuals, interest groups, and the media influence public policy.

Essential Understandings, Knowledge, and Skills

	Correlation to Instructional Materials
Skills <i>(to be incorporated into instruction throughout the academic year)</i>	
Analyze primary and secondary source documents.	
Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets.	
Analyze political cartoons, political advertisements, pictures, and other graphic media.	
Distinguish between relevant and irrelevant information.	
Evaluate information for accuracy, separating fact from opinion.	
Identify a problem and prioritize solutions.	

Content

- Using the following information, evaluate how political parties are organized to win elections:
- Each major political party seeks to define itself in ways that wins majority support while remaining committed to core principles.
 - The two major parties are coalitions of several factions and interest groups and recognize the importance of conducting campaigns that appeal to voters in the middle of the political spectrum, veering neither too far left nor too far right of the political center.
- Explain that political parties have national, state, and local organizations.

Identify roles of political parties:

- Select candidates
- Raise funds
- Conduct campaigns
- Identify important issues
- Monitor the party in power

Explain that third parties can form to highlight single issues in a given election or provide a long-term forum for minority views.

Explain that at each level of government, candidates for elective office are chosen using a variety of nominating methods.

Identify ways individuals may seek nomination for national, state, and local office:

- Caucus
- Nominating conventions
- Petitions
- Direct primary

Using the following information, describe how political parties nominate candidates for national, state, and local office:

- The two major political parties use the national nominating convention to select presidential and vice-presidential candidates.
- In Virginia, state and local party organizations determine which method of nomination will be used to select candidates. Once nominated, candidates campaign and go before the voters for election to office.

Explain that democracy requires that elections be free, honest, and accurate.

Using the following information, evaluate how the high cost of getting elected has affected campaign funding and spending:

- Running for political office is expensive.
- Laws limit the amount individuals and groups may contribute to federal, state, and local candidates.
- The Federal Election Campaign Act provides for a system of financing based on three principles:
 - Public funding of presidential elections
 - Limitations on the amounts presidential and congressional candidates may receive from contributors
 - Public disclosure of the amount candidates spend to get elected
- In state and local campaigns, campaign contributions are unlimited but must be reported.
- Rising campaign costs require candidates to conduct extensive fundraising activities.

Explain how media coverage, campaign advertising, and opinion polls influence public opinions during a political campaign:

- Mass media (including Internet) influence public opinion.
- Campaign advertisements are used to persuade and/or mobilize the electorate.
- Scientific polling is used to measure public attitudes, target ads, and refine campaign strategies.

Explain that the Constitution of Virginia and the Constitution of the United States of America require reapportionment of national, state, and local legislative bodies following each census.

Evaluate how changes in population and resulting reapportionment have a political effect on legislative membership at the national, state, and local levels.

Explain that redistricting is a legislative function.

Explain that redistribution of legislative seats can significantly change the outcome of elections.

Explain that gerrymandering is the process of redrawing district boundaries to benefit one political party or group of citizens.

Describe how United States Supreme Court cases in the early 1960s established the "one man, one vote" principle—*Wesberry v. Sanders* (1964).

Analyze how amendments to the Constitution of the United States of America that extended suffrage:

- 15th Amendment—Ensures right to vote regardless of race
- 17th Amendment—Calls for direct election of United States senators
- 19th Amendment—Grants women the right to vote
- 23rd Amendment—Allows voters in Washington, D.C., to vote for President and Vice President
- 26th Amendment—Gives the right to vote to citizens 18 years and older

Evaluate how the extent of engagement in a political campaign can be measured by voter turnout.

Identify influences on voter turnout:

- Campaign issues
- Candidates
- Voter attitudes toward government
- Voter loyalty to political parties

Explain that education, age, and income are important factors in predicting which citizens will vote.

Analyze why more citizens vote in presidential elections than in other national, state, and local contests, but the percentage of Americans voting in presidential elections is on the decline.

Explain that voter apathy, dissatisfaction, and the failure to meet voting requirements contribute to the decline in voting.

Using the following information, describe how individuals, interest groups, and the media influence public policy:

Ways individuals influence public policy

- Participating in politics (voting, campaigning)
- Expressing opinions (lobbying, demonstrating, writing letters)
- Joining interest groups

Ways interest groups influence public policy

- Identifying issues
- Making political contributions
- Lobbying government officials

Ways the media influences public opinion

- Giving selective attention to issues
- Shaping public opinion by influencing attitudes and beliefs
- Providing information to policy-makers

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“Congressional Districts and Representatives.” *Virginia Places*.

<<http://www.viriniaplaces.org/government/congdist.html>>. This site offers information on the congressional districts of Virginia.

FindLaw. <http://supreme.findlaw.com/Supreme_Court/resources.html>. This site provides access to the Supreme Court docket.

“House of Delegates Districts by Political Party.” *Virginia Places*.

<<http://www.viriniaplaces.org/government/17map.html>>. This site supplies information about congressional districts and a map showing which Virginia House of Delegates Districts are controlled by the Democratic, Republican, and Independent parties.

“Map of Congressional Districts and Representatives.” *Virginia Places*.

<<http://www.viriniaplaces.org/government/congdist.html>>. This site provides a map that shows which Virginia House of Delegates districts are controlled by the Democratic, Republican, and Independent parties.

United States Supreme Court. <<http://www.supremecourtus.gov/>>. This searchable site provides information on the operation and procedures of the Court as well as cases, decisions, and opinions.

“*Wesberry v. Sanders*.” *FindLaw*. <<http://laws.findlaw.com/us/376/1.html>>. This site provides information on a 1964 case that involved racial gerrymandering.

Session 1: Conducting a Political Campaign

Materials

- Project: Political Parties (Assignment, Attachment A; Procedures, Attachment B; Rubric, Attachment C)
- Internet access
- Textbook

Instructional Activities

1. Explain that political parties organize to get candidates elected to national, state, and local levels of government and to get their agenda passed.
2. Detail how each major political party seeks to define itself in ways that win majority support while remaining committed to core principles. Include the following information in a class discussion:
 - The two major parties are coalitions of several factions and interest groups that recognize the importance of conducting campaigns that appeal to voters in the middle of the political spectrum, veering neither too far left nor too far right of the political center.
 - Third parties can form to highlight single issues in a given election or provide a long-term forum for minority views.
3. Describe the role of political parties in the previous presidential campaign.
4. Divide the class into groups of 4 or 5 students. Each group will be assigned a political party such as the Republican, Democratic, or any third party. Be sure to assign a level of government to each group (national, state, or local).
5. Distribute the assignment (Attachment A) and the rubric (Attachment C). Explain project procedures (Attachment B): Students will have two days of class time (the first day and the last day before presentations), one day of library time, one day for the computer activity, and homework time for the assignment. Allow the students to be creative in their efforts as long as they include the content.
6. Explain that the project will culminate with presentations and that all students are expected to take notes on each presentation.
7. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 2: Redistricting as an Outcome of Elections

Materials

- Internet access

Instructional Activities

NOTE: The following Web resources may be helpful for information about redistricting.

- *FindLaw*. <http://supreme.findlaw.com/Supreme_Court/resources.html>. (Supreme Court docket)
- *United States Supreme Court*. <<http://www.supremecourtus.gov/>>. (United States Supreme Court site)

1. Review with students the content covered to this point in the unit.
2. Display the following notes on the board or overhead:

The Constitution of Virginia and the Constitution of the United States of America require reapportionment of national, state, and local legislative bodies following each census.

Redistricting is a legislative function.

Redistribution of legislative seats can significantly change the outcome of elections.

Explain that a census takes place every ten years, and describe the census process.

3. Write the following definition for gerrymandering on the board. Discuss what this means.

***Gerrymandering*: a term that describes the deliberate rearrangement of the boundaries of congressional districts to influence the outcome of elections.**

4. Connect to the following Web site and, if possible, display it while the court cases on redistricting are discussed: (Review the Web sites prior to this session to guide class discussion.)
 - “*Wesberry v. Sanders*.” <<http://laws.findlaw.com/us/376/1.html>>. (Information on a 1964 case involving racial gerrymandering.)
5. Explain that the following United States Supreme Court cases in the early 1960s established the "one man, one vote" principle: *Baker v. Carr* 1962, *Reynolds v. Simms* 1964, *Shaw v. Reno* 1993, *Miller v. Johnson* 1995.
6. Discuss Virginia's 1999 redistricting plan that caused friction between the Republicans and the Democrats. Use the maps and information on the following Web sites to guide discussion:
 - <<http://www.virginiaplaces.org/government/congdist.html>>. (Information on congressional districting in Virginia)
 - <<http://www.virginiaplaces.org/government/17map.html>>. (Map of Virginia congressional districts)

Session 3: Laws Affecting the Right to Vote

Materials

- Textbooks
- Chalkboard
- Internet access

Instructional Activities

1. Review with students the content covered to this point in the unit.
2. Explain the meaning of the word *suffrage*.
3. Place the following amendments to the United States Constitution on the board or overhead:
 - 15th Amendment
 - 17th Amendment
 - 19th Amendment
 - 23rd Amendment
 - 26th Amendment

Instruct students to refer to the United States Constitution to prepare a brief explanation, in their own words, of the provisions of the above amendments. Students may access the following Web site for information:
<<http://www.findlaw.com/cascode/constitution>>.

4. Conduct a discussion with students about their findings on the amendments listed above to check for accuracy. Direct students to refer to their textbooks to discover how each of these amendments effected elections.
5. Discuss with students why voter turnout and election patterns did not drastically change. Discuss voter apathy with students. Compare the voter turnout in the United States to other countries such as Great Britain.

Session 4: Sample Assessment

Materials

- Sample Assessment

Instructional Activities

1. Administer an assessment on this unit. Attachment D contains Sample Assessment Items

Attachment A: Political Parties Project Assignment

Step One

Create an agenda for your political party in the next election. Define the role of your political party by completing the following tasks:

1. Explain how you will select your candidates: caucus, nominating conventions, petitions, or direct primaries. Be sure to describe the process.
2. Describe the methods and limits on raising funds for your political party and your candidates' campaign. Determine, based on this information, if you plan to accept public funding. If you choose not to accept public funding, state why.
3. Detail how your party will conduct its campaign.
4. Identify important issues to your party.
5. Monitor the party in power. Find out your opponents' agenda and develop a strategy to combat it.

Step Two

Find out the average cost of running a campaign. Develop a strategy for raising the money for your campaign. Send a memo from your party to your candidate, reminding him or her of the three principles of the Federal Election Campaign Act:

1. Public funding of presidential elections
2. Limitations on the amounts presidential and congressional candidates may receive from contributors
3. Public disclosure of the amount a candidate spends to get elected

Step Three

Use the media creatively to

1. influence public opinion on a key issue
2. advertise your candidate

You must use at least two of the following forms of media:

1. TV
2. Radio
3. Internet
4. Newspapers
5. Magazines

Step Four

Identify important issues to the voters by use of scientific polling.

1. Which major polls command the attention of candidates and the public today?
2. Design a poll to identify important issues for the voters.
3. Design a poll for your party to gauge public reaction to the key parts of your agenda.
4. Determine ways that individuals, interest groups, and the media influence public opinion. Find a way to alert your candidate to the problems he or she may face from these three groups.

Attachment B: Procedures

- Day 1. Check to see that all students in the group are given an assignment. Monitor and document the progress of textbook research. Assign points to individuals according to the rubric.
- Day 2. Monitor student time on task. Check to see that students have formed a plan for completing the assignments. Check and document progress in library research. Assign points to individuals according to the rubric.
- Day 3. Check and document progress in computer research. Check for success in completing the assignments. Assign points to individuals according to the rubric.
- Day 4. Check each student in each group for accurate information. This is time-consuming but very necessary for proper presentations. Assign points to individuals according to the rubric.

Days 5, 6, and 7 are for presentations. (The number of presentation days depends on the number of students in your room.) Assign points to individuals according to the rubric.

Attachment C: Project Rubric — Political Parties _____

Day of Session	Location	Student Responsibilities	Possible Points
Day 1	Classroom	1. Group discussion of assignment 2. Each student assigned task(s) 3. Evidence of textbook research 4. Group assignments checked off with teacher	20 POINTS
Day 2	Library	1. Evidence of research 2. Wise use of time 3. Ideas to achieve all four steps checked off with teacher	20 POINTS
Day 3	Computer Lab	1. Evidence of research 2. Wise use of time 3. Evidence of work in progress checked off with teacher	20 POINTS
Day 4	Classroom	1. Evidence of accurate information shown to teacher 2. Preparation for presentations	20 POINTS
Day 5	Classroom (Presentations)	1. Participation by all students in group presentation 2. Evidence that directions were followed 3. Accurate information 4. All assignments completed	20 POINTS
GRADE		Total Points	100 POINTS

Attachment D: Sample Assessment Items

Asterisk () indicates correct answer.*

<p>1. The principle of “one man, one vote” was established by which Supreme Court case?</p> <p>A. <i>Marbury v. Madison</i> B. <i>Gideon v. Wainwright</i> C. <i>Brown v. Board of Education</i> D. <i>Wesberry v. Sanders*</i></p> <p>2. Which amendment to the United States constitution allowed for the direct election of United States Senators?</p> <p>A. 15th Amendment B. 17th Amendment* C. 19th Amendment D. 26th Amendment</p>	<p>Short Answer</p> <p>3. Define gerrymandering.</p> <p>Essay</p> <p>4. Explain the effect of redistricting on the outcome of elections. Be sure to include Virginia in your explanation.</p>
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Organizing Topic

State and Local Government

Standard(s) of Learning

- GOVT.8 The student will demonstrate knowledge of the organization and powers of the state and local governments described in the Constitution of Virginia by
- a) examining the legislative, executive, and judicial branches;
 - b) examining the structure and powers of local governments: county, city, and town;
 - c) analyzing the relationship among state and local governments.
- GOVT.9 The student will demonstrate knowledge of the process by which public policy is made by
- a) examining different perspectives on the role of government;
 - b) explaining how local, state, and national governments formulate public policy;
 - c) describing the process by which policy is implemented by the bureaucracy at each level;
 - d) analyzing how individuals, interest groups, and the media influence public policy.

Essential Understandings, Knowledge, and Skills

	Correlation to Instructional Materials
Skills <i>(to be incorporated into instruction throughout the academic year)</i>	
Analyze primary and secondary source documents.	
Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets.	
Analyze political cartoons, political advertisements, pictures, and other graphic media.	
Distinguish between relevant and irrelevant information.	
Evaluate information for accuracy, separating fact from opinion.	
Identify a problem and prioritize solutions.	
Content	
Explain that the Constitution of Virginia provides for legislative, executive, and judicial branches.	
Describe how the three branches of Virginia government are organized and their essential duties:	
<ul style="list-style-type: none">• The executive branch consists of three statewide elected officials.<ul style="list-style-type: none">– The governor, who is the chief executive officer of the state, is responsible for preparing the biennial state budget, overseeing the execution of state laws and policies, and proposing legislation to the legislature. Governors serve for a four-year term and may not serve two consecutive terms.– The lieutenant governor's main duty is to preside over the state Senate when it is in session.– The attorney general is the state's highest legal officer, who oversees all law enforcement activity.	

- The legislative branch of Virginia is known as the General Assembly. It is the oldest continuous legislative body in the Americas. The General Assembly is a bicameral (two-house) law-making body. The Senate consists of 40 members, who serve single-member districts based upon population. Senators are elected to four-year terms.
 - The House of Delegates consists of 100 members representing single-member districts based upon population. Members serve two-year terms.
- Virginia's judicial system consists of four levels of courts. Judges are elected by the state legislature for a specific term.
 - Supreme Court: Reviews decisions of lower courts
 - Court of Appeals: Provides a review of lower court decisions and state commissions
 - Circuit Courts: Has original and appellate jurisdiction in civil and criminal cases
 - General District Courts: Has original jurisdiction in misdemeanor and traffic cases

Using the following information, describe how local governments in Virginia are organized and vary in type, form of organization, and responsibilities:

- Counties, independent cities, and incorporated towns are the three types of local government in Virginia.
- Cities are separate governmental entities independent of the authority and taxing power of adjoining counties.
- Incorporated towns are governmentally part of the county in which they are located.
- Counties and independent cities, as units of local government, adopt and enforce ordinances and provide services for their residents.
- An elected board of supervisors is generally responsible for the legislative and administrative affairs of the county.
- An elected council is the local legislative body in independent cities and incorporated towns.

Explain that regional authorities are created by the General Assembly to serve one or more special functions such as planning, land use, developing regional transportation facilities, and maintaining water and waste disposal systems.

Explain that regional authorities are political subdivisions of the state and address needs that cross local government boundaries.

Describe how responsible citizens can exert influence on the policymaking process at the local level.

Explain that the authority of local governments in Virginia is derived from the state.

Describe the relationship between the state and local government, using Dillon's Rule: All power of the local government is derived from the state.

Explain that counties and cities, as administrative subdivisions of the state, assist in the local implementation of state laws and programs.

Explain how local and state public policy is shaped by the interaction of the participants in the policy process with the policy agenda.

Explain how local and state public policy is the action the government takes to address an issue, solve a problem, or meet the needs and wishes of the citizens.

Describe how local and state participants in the policy process include political leaders, interest groups, the media, and individual citizens.

Describe how local and state participants shape the policy agenda and develop public policy by

- Attending political and governmental meetings
- Lobbying
- Working in campaigns
- Contributing money to candidates and funding causes
- Organizing public opinion
- Filing a legal challenge
- Petitioning government
- Demonstrating
- Running for office

Explain that public policy is primarily implemented by bureaucracies at the national, state, and local levels.

Using the following information, explain how at all levels of government, bureaucracies conduct the day-to-day operation of government and carry out public policy.

- Bureaucracies shape the meaning of laws passed by legislatures through rule making and help to draft new bills for lawmakers.
- Some bureaucrats shape policy by providing information and advice to the executive branches of government.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“American National Government.” West Virginia Northern Community College.

<<http://www.northern.wvnet.edu/~gnorton/pols102/govlec10.htm>>. This site provides information on the bureaucratic functions of the United States government.

“Dillon’s Rule.” <<http://www.fairfaxcounty.gov/gov/omb/fcpos/dillon.pdf>>. This site presents the background and scope of Dillon’s Rule, which affects the power of local governments as granted by the state.

“Local Empowerment Key in Fighting Federal and State Bureaucracy. *FreeRepublic.com*.

<<http://www.freerepublic.com/focus/fr/904666/posts>>. This site provides a report on a community’s encounter with government bureaucracy.

Official Site of the Governor of Virginia. <<http://www.governor.virginia.gov/>>. This site provides extensive information about the Governor’s issues and initiatives, resources, policies, and appointments

“State and Local Governments in Virginia.” *Virginia.gov*.

<http://www.vipnet.org/cmsportal/government_881/government_985/>. This link provides access to information on local governments in Virginia.

Virginia Association of Counties. <<http://www.vaco.org/>>. This site provides information on the ways VACo fulfills its mission to support county officials and to effectively represent, promote and protect the interests of counties to better serve the people of Virginia.

Virginia General Assembly. <<http://legis.state.va.us/>>. This site presents activities of the Virginia General Assembly and allows users to track legislation through the assembly. It identifies legislators and provides copies of the *Code of Virginia*, *Virginia Constitution*, and other documents.

Virginia.gov. <<http://www.virginia.gov/cmsportal/>>. This site provides links to a variety of sites that allow citizens to interact with departments and agencies of Virginia Government.

Virginia Institute of Government. <<http://www.institute.virginia.edu/frame.html>>. This site provides access to information on local governments in Virginia. It was established to “help local governments meet today’s social and economic challenges.”

“Virginia’s Judicial System”. <<http://www.courts.state.va.us/>>. This site identifies the structure, operation, and news regarding the courts in Virginia.

Session 1: State Government, Executive and Legislative Branches: Part 1_____***Materials***

- Names of Virginia State government officers and local representatives to the General Assembly

Instructional Activities

1. Ask students to identify the individuals in the following Virginia government positions:
 - Governor (Executive)
 - Lieutenant Governor (Executive)
 - Attorney General (Executive)
 - Their House of Delegates Representative (Legislature)
 - Their Virginia Senate Representative (Legislature)
2. Ask the students to provide the correct names as positions are recorded on an overhead transparency. (Prepare in advance a transparency of the correct Delegates and Senators from the districts(s) in which students reside.)
3. Explain that the Virginia Constitution provides for a government organization similar to that of the United States government, with three branches.
4. Place the following note on the board or overhead transparency:

The legislative branch of Virginia is known as the General Assembly. It is the oldest continuous legislative body in the Americas. The General Assembly is a bicameral (two-house) law-making body.
5. Discuss with the class the significance of this statement. Ask them why they think Virginia's legislature is so old.
6. Instruct students to work in groups to prepare a series of statements describing the duties of the Governor, Lieutenant Governor, and Attorney General. Assign groups one of these positions (several groups may work on the same position). After a sufficient time period, instruct each group to report their findings to the class. As they report, ensure that all the information from the essential knowledge in Standard GOVT.8a has been identified.
7. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 2: State Government, Executive and Legislative Branches: Part 2_____***Materials***

- Overhead transparencies of maps completed during previous sessions
- Overhead transparency quiz of selected locations from previous sessions

Instructional Activities

1. Review with students the content covered to this point in the unit.
2. Divide the students into groups, and instruct each group to develop a chart that depicts the organization of the Virginia Government. Provide resources in the classroom to assist students. The chart may include the following information and should be large enough to be displayed in the classroom during class discussion: Students may find the following Web site helpful: <<http://www.governor.virginia.gov/>>.

Virginia Government**Executive Branch**

Governor - (insert name and political party)

Date he/she took office _____

One interesting fact about the Governor _____

Lieutenant Governor (insert name and political party)

Date he/she took office _____

One interesting fact about the Lieutenant Governor _____

Attorney General (insert name and political party)

Date he/she took office _____

One interesting fact about the Attorney General _____

Governor's Cabinet

Title of Cabinet _____

Name of individual that currently heads this cabinet. _____

Legislative Branch (General Assembly)

House of Delegates

Number of members _____

Length of term _____

Which political party is currently the majority party? _____

How long has the Delegate from the student's district been in the General Assembly? (If working in groups, there may be more than one Delegate depending on where students live. Identify each Delegate by name.) _____

Virginia Senate

Number of members _____

Length of term _____

Which political party is currently the majority party? _____

How long has the state Senator from the student's district been in the General Assembly? (If students are working in groups, there may be more than one state Senator. Identify each state Senator by name.) _____

3. When students have completed their charts, display them in the classroom and encourage students to check the charts for accuracy. Discuss any discrepancies.

Session 3: State Government, Judicial Branch _____

Materials

- Handouts of the sample chart. Teacher should alter the chart as desired.

Instructional Activities

1. Review with students the content covered to this point in the unit.
2. Divide the students into groups, and instruct each group to develop a chart that depicts the organization of the Virginia judicial system. Provide resources in the classroom to assist students. The chart may include the following information and should be large enough to be displayed in the classroom during class discussion. Students may find the following Web site helpful: <<http://www.courts.state.va.us/>>.

Virginia's Judicial System

The process for selecting judges to Virginia's courts is _____

Levels of Courts in Virginia

Court

Role of court

Supreme Court

Court of Appeals

Circuit Court

General District Court

3. When groups have completed the chart, conduct a discussion of each type of court. Ensure students understand the difference between the following:

Civil and criminal cases (Provide examples of the types of trials. For example, MacDonald's hot coffee is a civil case but a murder trial would be a criminal case. Explain that in a civil trial, plaintiffs are seeking monetary damages. In a criminal trial, prosecutors are seeking jail time and fines.)

Misdemeanor and felony (Discuss the differences in dollar values and potential jail sentences that define a misdemeanor and a felony.)

Original jurisdiction and appellate jurisdiction

Also ensure students understand which courts would have a jury trial and which would not.

4. Assign a teacher-selected reading, worksheet, or other reinforcement activity using available teacher resources.

Session 4: Court Proceedings

Materials

- Guest speaker or video or information on current trials

Instructional Activities

1. Invite a lawyer from the Commonwealth Attorney's office to speak to the students, or take the students to the courthouse to view proceedings. (Note: your local commonwealth attorney's office may be able to assist with a speaker. They may also be able to assist with arranging a court visit.)
2. If a speaker is not available, locate a video on the court system or conduct a discussion of trials currently in the news and encourage students to research the process that should be followed throughout the trial.

Session 5: Local Government

Materials

- Information on selection of local government officials
- Overhead projector

Instructional Activities

1. Remind students they that have studied the organization of the national and state governments. Further explain that local governments exist to provide services not provided by the larger governments. Ask students if they know the various types of local governments in Virginia.
2. Place the following list on the board or overhead and ask students if they know what level of government provides the following services. Remind them that some services may be provided at more than one level:
 - Military
 - Fire departments
 - Police protection
 - Water
 - Sewage
 - Parks and recreation
 - Automobile registration
 - Schools
 - Road and bridge construction
 - Product safety regulations
 - Air Traffic Safety regulations
 - Environmental protection
 - Additional services (teacher should insert those desired)
3. Explain that it takes several layers of government to provide the various services required by a modern population.
4. Display the following list on the board or overhead transparency, and instruct students to develop a definition, using available resources, for each type of local government and elected official in Virginia. How officials are selected should be included. In addition, instruct the students to identify their local government types:
 - County
 - Independent city
 - Incorporated town
 - Board of supervisors
 - Council
 - Regional authority
5. Review the student descriptions of the local government types.
6. Assign a teacher-selected reading, worksheet, or other reinforcement activity using available teacher resources.

Session 6: Relationship of State and Local Governments

Materials

- Internet access

Instructional Activities

1. Review with students the content covered to this point in the unit.
2. Remind students that governments operate under authority granted by the people or a higher government elected by the people.
3. Review the article on Dillon's Rule and discuss its significance with students. Students may access the following Web site for information: <<http://www.fairfaxcounty.gov/gov/omb/fcpos/dillon.pdf>>.
4. Explain that local governments assist the state in the implementation of state laws and programs. Provide examples of how they do this.
5. Encourage organized debate on what students think the role of government should be. Require students to state their reasons for their opinions. Record some of their responses to guide discussion.
6. Instruct students to develop a one-page paper that identifies the form of government they think should exist. Their paper should address the role that government should play in the everyday life of its citizens. Remind students that government is not free and that if they require their government to provide services, they have to determine how those services will be paid for. Explain that they will need to present their ideal government in a two-minute presentation the following session.

Session 7: Ideal Government

Materials

- None identified

Instructional Activities

1. Allow students to present their ideal governments to the class. Instruct students to write down their responses to the presentations but do not allow time for discussion at this time. They should record ideas suggested that they think are good but were not included in their government plan.
2. After all presentations have been made, instruct students to reexamine their plan and make adjustments based on their responses to the presentations by their colleagues. Encourage students to share any changes or responses with the class. Ask if any of the plans included ideas that do not seem feasible and why.

Session 8: Public Policy

Materials

- Class notes
- Overhead projector

Instructional Activities

1. Review the discussions from the previous session.
2. Ask students to define *public policy* and discuss their responses.
3. Display the following definition on the board or overhead:

Public policy is the action the government takes to address an issue, solve a problem, or meet the needs and wishes of the citizens.

4. Provide examples of various public policies, such as the following:
 - The decision of Congress to provide federal funds to encourage companies to employ handicapped workers
 - The decision of the president to send monetary aid to a foreign country
 - The decision to deploy military troops to provide assistance to a foreign country
 - The decision to pass laws governing speed limits
 - The decision to pass a law requiring seat-belts
5. Ask students how public policy is influenced. Display the following information on the board or overhead transparency and ask students to identify how these groups can influence public policy at the different stages of the policy process:
 - Political leaders
 - Interest groups
 - The media
 - Individual citizensDiscuss how each of these groups influences public policy.
6. Encourage students to suggest ways they can become involved in the political process. Make a list on the board or overhead transparency. Ensure the list includes the following:
 - Attending political and governmental meetings
 - Lobbying
 - Working in campaigns
 - Contributing money to candidates and funding causes
 - Organizing public opinion
 - Filing a legal challenge
 - Petitioning government
 - Demonstrating
 - Running for office
7. Discuss each of these methods of influencing public policy with the students and ask them to consider which ones they would choose.
8. Assign a teacher-selected reading, worksheet, or other reinforcement activity using available teacher resources.

Session 9: Government Bureaucracy

Materials

- Class notes
- Internet access (optional)

Instructional Activities

1. Review the content from the previous session.
2. Ask students to define the term *bureaucracy*. Discuss this definition with students. Ensure students understand that government bureaucracies conduct the day-to-day operation of government.
3. Display the following on the board of overhead and discuss each with the students:

Bureaucracies shape the meaning of laws passed by legislatures through rule making and help to draft new bills for lawmakers.

Some bureaucrats shape policy by providing information and advice to the executive branches of government.

4. Instruct students to work in groups to develop a chart that identifies the levels of bureaucracy. The chart should include pictures that reflect that particular level and its actions. Provide computers or old magazines where pictures can be obtained to assist students. The following levels of bureaucracy should be included in the chart:
 - National
 - Cabinet departments
 - Office of the President
 - Federal agencies
 - Virginia
 - Cabinet departments
 - Office of the Governor
 - State agencies
 - Local
 - County/city agencies
 - Regional authorities

Students may find the following Web sites helpful in this activity:

- “American National Government.” <<http://www.northern.wvnet.edu/~gnorton/pols102/govlec10.htm>>.
- “Local Empowerment Key in Fighting Federal and State Bureaucracy.” <<http://www.freerepublic.com/focus/fr/904666/posts>>.

Session 10: Assessment Review

Materials

- None identified

Instructional Activities

1. Review for the test.

Session 11: Assessment

Materials

- Assessment

Instructional Activities

1. Administer the assessment. Sample assessment items can be found on Attachment A.

Attachment A: Sample Assessment Items

Asterisk () indicates correct answer.*

<p>1. Which of the following statements is true of Virginia Governors?</p> <p>A Virginia Governors are limited to two consecutive terms.</p> <p>B Virginia Governors appoint the state's Attorney General.</p> <p>C Virginia Governors nominate a running mate for Lieutenant Governor.</p> <p>D Virginia Governors serve a four-year term and cannot serve consecutive terms.*</p> <p>2. Virginia's legislative branch is known as</p> <p>A the State Assembly.</p> <p>B the Congress of Representatives.</p> <p>C the State Legislature.</p> <p>D the General Assembly.*</p> <p>3. The Virginia Senate consists of how many members, each elected for four years?</p> <p>A 100</p> <p>B 40*</p> <p>C 50</p> <p>D 80</p> <p>4. The Virginia House of Delegates consists of how many members, each elected for two years?</p> <p>A 200</p> <p>B 150</p> <p>C 80</p> <p>D 100*</p> <p>5. Which of the following courts in the Virginia judicial system has original and appellate jurisdiction in civil and criminal cases?</p> <p>A Supreme Court*</p> <p>B Court of Appeals</p> <p>C Circuit Court</p> <p>D General District Court</p> <p>6. According to Dillon's rule, which of the following statements is correct?</p> <p>A All power of the local government is derived from the state.*</p> <p>B Power of local governments is granted by the voters of the locality.</p> <p>C The federal government grants local governments their power.</p> <p>D Local governments have priority over the state government.</p>	<p>Develop questions that test knowledge of the local government where students live such as:</p> <p>7. There are three types of local governments in Virginia. Which of the following best describes the local government where you live?</p> <p>A County</p> <p>B Independent city</p> <p>C Incorporated town</p> <p>D Township</p>
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Organizing Topic

Citizenship: Rights, Responsibilities and Liberties**Standard(s) of Learning** _____

- GOVT.3 The student will demonstrate knowledge of the concepts of democracy by
- a) recognizing the fundamental worth and dignity of the individual;
 - b) recognizing the equality of all citizens under the law;
 - c) recognizing majority rule and minority rights;
 - d) recognizing the necessity of compromise;
 - e) recognizing the freedom of the individual.
- GOVT.11 The student will demonstrate knowledge of civil liberties and civil rights by
- a) examining the Bill of Rights, with emphasis on First Amendment freedoms;
 - b) analyzing due process of law expressed in the 5th and 14th Amendments;
 - c) explaining selective incorporation of the Bill of Rights;
 - d) exploring the balance between individual liberties and the public interest;
 - e) explaining every citizen's right to be treated equally under the law.
- GOVT.17 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by
- a) practicing trustworthiness and honesty;
 - b) practicing courtesy and respect for the rights of others;
 - c) practicing responsibility, accountability, and self-reliance;
 - d) practicing respect for the law;
 - e) practicing patriotism.
- GOVT.18 The student will understand that thoughtful and effective participation in civic life is characterized by
- a) obeying the law and paying taxes;
 - b) serving as a juror;
 - c) participating in the political process;
 - d) performing public service;
 - e) keeping informed about current issues;
 - f) respecting differing opinions in a diverse society.

Essential Understandings, Knowledge, and Skills _____Correlation to
Instructional Materials**Skills** *(to be incorporated into instruction throughout the academic year)*

Analyze primary and secondary source documents. _____

Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets. _____

Analyze political cartoons, political advertisements, pictures, and other graphic media. _____

Distinguish between relevant and irrelevant information. _____

Evaluate information for accuracy, separating fact from opinion. _____

Identify a problem and prioritize solutions. _____

Content

Describe concepts that define the meaning of democracy as expressed in the United States Constitutional system.

Explain that concepts of democracy define and shape the meaning of citizenship.

Identify fundamental political concepts:

- Fundamental worth and dignity of the individual: All persons are entitled to life, liberty, and due process under the law.
- Equality: All persons are entitled to equal rights and treatment before the law.
- Majority rule: The will of the majority as expressed through elections is fundamental to the American system.
- Minority rights: The Constitution of the United States protects the rights of the few from oppression.
- Compromise: The structure of the United States government necessitates compromise by all sides.
- Individual freedom: All persons are born free, equal, and independent.

Explain that an analysis of current events demonstrates contemporary applications of democratic concepts.

Explain that Civil liberties are freedoms upon which the government may not infringe.

Explain that the Bill of Rights is composed of the first ten amendments to the Constitution of the United States of America. It guarantees the rights of individuals and expresses limitations on federal and state governments.

Identify First Amendment freedoms:

Religion

- Government may not establish an official religion, nor endorse, or unduly interfere with the free exercise of religion.

Speech

- Individuals are free to express their opinions and beliefs.

Press

- The press is free to gather and publish information, including that which criticizes the government.

Assembly

- Individuals may peacefully gather.

Petition

- Individuals have the freedom to make their views known to public officials.

Explain that the Bill of Rights protects citizens from

- Unreasonable search and seizures
- Double jeopardy
- Self-incrimination
- Cruel and unusual punishment

Explain how the right to due process of law is outlined in the 5th and 14th Amendments of the Constitution of the United States of America.

Describe two types of due process of law

- Procedural due process of law—The government must use fair proceedings.
- Substantive due process of law—The laws under which the government acts must be constitutional.

Explain how the 5th and 14th amendments to the Constitution of the United States of America protect due process of law:

- 5th Amendment—Prohibits the national government from acting in an unfair or arbitrary manner
- 14th Amendment—Prohibits state and local governments from acting in an unfair or arbitrary manner.

Using the following information, analyze how the selective incorporation of the Bill of Rights through the 14th Amendment (due process of law clause) greatly enhances the protection of civil rights and extends the Bill of Rights protections to state proceedings:

- Beginning in the twentieth century, the Supreme Court used the 14th Amendment (due process of law clause) to limit state actions, just as the Bill of Rights limits the national government.

The Supreme Court has incorporated in the due process clause all of the provisions of the Bill of Rights except those of the 2nd, 3rd, 7th, and 10th Amendments and the grand jury requirement of the 5th Amendment.

Explain how the protection of civil liberties and civil rights, as guaranteed by the Constitution of the United States of America, is balanced by compelling public interest.

Describe the limitations of rights because few rights, if any, are considered absolute:

- Some forms of speech are not protected (e.g., libel, slander, and obscenity).
- Speech that is a “clear and present danger” is not protected (e.g., shouting fire in a crowded building).
- The press can be restricted when publication will cause serious and irreparable harm (e.g., national security).

Explain that the equal protection clause is contained in the 14th Amendment to the Constitution of the United States of America.

Explain that the equal protection guarantee of the 14th Amendment provides the basis for the safekeeping of civil rights.

Describe how the promise of equal protection under the law does not guarantee all people will be treated exactly the same.

Explain that the government may classify or categorize people into groups for justifiable government goals (e.g., adults under 21 may not purchase alcohol).

Analyze applications of the equal protection principle:

- Civil Rights Movement—Congress passed a series of laws outlawing discrimination.
- Affirmative Action—The government passed laws and implemented procedures to reverse the effects of years of discrimination primarily against women and minorities.

Explain that thoughtful and effective participation in civic life depends upon the exercise of good citizenship.

Identify characteristics of good citizens:

- Trustworthiness and honesty
- Courtesy
- Respect for the rights of others
- Responsibility
- Accountability
- Self-reliance
- Respect for the law
- Patriotism

Explain that thoughtful and effective participation in civic life is essential to the nation's well-being.

Identify duties of responsible citizens:

- To obey the law
- To pay taxes
- To serve as jurors
- To register and vote
- To perform public service
- To keep informed
- To respect the opinions of others

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“Civil Rights & Liberties Violations.” U.S. Department of Justice. <<http://www.usdoj.gov/civilliberties.htm>>. This site offers information to individuals and communities on procedures for reporting specific types of discrimination complaints.

“Equal Protection: an Overview.” Legal Information Institute. <http://www.law.cornell.edu/topics/equal_protection.html>. This site provides information about the 14th amendment and related federal and state court decisions.

“Supreme Court Decisions.” Yahoo Directory. <http://dir.yahoo.com/Government/U_S_Government/Judicial_Branch/Supreme_Court/Court_Decisions/> This site provides information on Supreme Court cases related to the 1st Amendment.

Session 1: The Meaning of Democracy_____

Materials

- Textbook
- White paper
- Colored pencils
- Instructional Notes (Attachment A)

Instructional Activities

1. Group Mapping Exercise: Brainstorm the meaning of the concepts of democracy. Write DEMOCRACY across the top of the board and list each concept horizontally under it. Then have students come up and place their ideas under the appropriate concept.
2. Lead the class in a discussion about how all of these ideas are linked to the concepts and how the presence of the concepts is essential for democracy to work. Refer to the instructional notes in Attachment A.
3. Concept Drawing: Have students create a poster (8.5" x 11") depicting at least two of the concepts and write a paragraph on the back explaining the drawing and the ways in which the concepts relate to democracy.

Session 2: Civil Liberties and Civil Rights

Materials

- Copy of the Bill of Rights
- Internet access

Instructional Activities

1. Review with students the content covered to this point in the unit.
2. Help the students create on the board a comparison chart to distinguish the differences between civil liberties (freedoms) and civil rights (government actions to secure freedoms). Have the students generate examples to foster understanding. Explain that these rights are not absolute.
3. Internet research: Divide the class into groups of three or four students. Have each group go to http://dir.yahoo.com/Government/U_S_Government/Judicial_Branch/Supreme_Court/Court_Decisions/ and research Supreme Court cases related to the 1st Amendment. Have each group identify the following information on their cases:
 - Case name
 - Specific 1st Amendment freedom
 - Significance of case
4. Have each group report their findings to the class.

Session 3: Rights of the Accused

Materials

- Copy of the U.S. Constitution
- Textbook
- Instructional notes (Attachment A)

Instructional Activities

1. Review with students the content covered to this point in the unit.
2. Use a copy of the U.S. Constitution to research the 4th, 5th, and 8th Amendments.
3. Invite the School Resource Officer or local Commonwealth Attorney to speak to the class. Ask them to focus on the applications of the Amendments to criminal procedure.

OR

4. Continue discussing the notes on Attachment A.

Session 4: Equal Protection under the Law _____

Materials

- Textbook
- Newspapers
- Magazines
- Copy of U.S. Constitution

Instructional Activities

1. Review with students the content covered to this point in the unit.
2. Review the steps in criminal procedure as outlined by the guest speaker (or Attachment A). Get the students' reaction to cases in which one of those steps was left out. Explain that the omission would be a violation of procedural due process listed in the 14th Amendment.
3. Have the students think of laws that may violate the U.S. Constitution, then lead them in a discussion of why the violation may exist. Next, explain that these laws would violate substantive due process of the 14th Amendment.
4. Group Mapping Exercise: After reading the "Equal Protection Clause" of the 14th Amendment, have the students write what they think it means. Discuss student responses and lead them to responses that relate to the Bill of Rights. Explain that the Supreme Court used the equal protection clause to make the 1st, 4th, 5th, 6th, and 8th Amendments apply to the states.

Session 5: Civil Rights

Materials

- Movie Worksheet (Attachment B)
- Textbook
- A teacher-selected video on Civil Rights, such as *Remember the Titans* or *Eyes on the Prize*.

Instructional Activities

1. Review with students the content covered to this point in the unit.
2. Have students define the terms on the Movie Worksheet (Attachment B).
3. Have students find specific examples of each term as they view the selected video.

Session 6: Civil Rights, Continued

Materials

- Movie Worksheet (Attachment B)
- White paper
- Colored pencils

Instructional Activities

1. Journal: Have the students write on the topic, “What is the state of race relations today?”
2. Concept Drawing: Have students divide one sheet of paper in half. On one half of the paper, instruct them to depict an example of one of the terms from the video viewed in the previous session through a drawing, a poem, or other form. On the other half, have them depict an example of one of the terms from today through a similar medium. Finally, have students write a paragraph comparing and contrasting the two eras.

Session 7: Character Traits of Good Citizens _____

Materials

- Butcher paper
- Colored pencils
- List of Personal Character Traits (See activity 2, below)
- Instructional Notes (Attachment A)

Instructional Activities

1. Review with students the content covered to this point in the unit.
2. Lead the students in a discussion of the following traits and their importance to good citizenship.
 - Trustworthiness and honesty
 - Courtesy and respect for others
 - Responsibility, accountability, and self-reliance
 - Respect for the law
 - Practice of patriotism
3. Continue discussing the notes at Attachment A.
4. Have students create a class mural called “My Civic Duty.” Assign a character trait to groups of two or three. Have groups brainstorm ways to depict their trait on the class mural. Assign each group a place on the mural and an assigned time to place their work on it. Display the mural in class or the hallway.

Session 8: Benefits and Responsibilities of Citizenship

Materials

- Federal tax forms (1040EZ)
- Voter registration cards
- Newspaper editorials

Instructional Activities

1. Go to the public library prior to class and collect several tax forms and voter registration cards. Also collect newspaper editorials for approximately a week prior to the lesson.
2. Discuss with the class their responsibility to pay taxes and the process for completing a tax return. Give them a 1040EZ, and guide them through a basic tax return, using fictitious information.
3. Discuss the importance of voting, and encourage students to register with the forms provided.
4. Have the students read the editorials, discuss the importance of respecting others' opinions, and connect the concept to the rights in the 1st Amendment.

Session 9: Assessment

Materials

- Assessment

Instructional Activities

1. Administer the assessment. Sample assessment items can be found on Attachment C.

Attachment A: Instructional Notes

GOVT 3a, b, c, d, e

- 1) Fundamental worth – life, liberty, due process – one’s opinion must be valued to foster active participation in government
- 2) Equality – the 14th Amendment ensures “equal protection” for all citizens
- 3) Majority rule – free elections, representative democracy
- 4) Minority rights – relativity to civil liberties, maintains fundamental worth
- 5) Compromise – essential for the legislative process
- 6) Individual freedom – protection of civil liberties allows full and active participation in government

GOVT 11a, b, c, d, e

- 1) Civil liberties are our freedoms, such as the freedom of speech. Civil Rights are actions by the government to protect our freedoms, such as the 1st Amendment.
- 2) The Bill of Rights (Amendments 1-10) identifies civil rights that protect our basic freedoms. They also protect the people from the government.
- 3) 1st Amendment
 - Religion – Establishment Clause – separation of church and state
 - Free Exercise Clause – freedom of religious practice (relative)
 - Supreme Court Case – *Lemon v Kurtzman*
 - Speech – includes freedom of expression and symbolic (nonverbal) speech
 - Symbolic speech – cannot protest legitimate government action (e.g., burning draft cards)
 - Clear and Present Danger Test – speech may not put others in immediate danger
 - Libel, Slander, Obscenity – not protected
 - Press – freedom to disseminate information
 - Shield laws – protection in 30 states against reporters revealing sources
 - Assembly – the meeting must be peaceful
 - Petition – right to ask the government to change a policy
- 4) Rights of the Accused
 - 4th Amendment – protection against arbitrary search and seizure
 - Supreme Court case – *Mapp v Ohio*
 - 5th Amendment - Double Jeopardy – a person may not stand trial twice for the same crime
 - Self-incrimination – *Miranda v Arizona*
 - 6th Amendment – Right to a lawyer – *Gideon v Wainwright*
 - 8th Amendment – Cruel and Unusual punishment – *Furman v Georgia*
- 5) Due Process (Procedural –steps, substantive – constitutionality of law)
 - 5th Amendment – Federal
 - 6th Amendment – State
- 6) The 14th Amendment has been interpreted through the equal protection clause to guarantee the 1st, 4th, 5th (no grand jury), 6th, 8th, and 9th Amendments to apply to the states
- 7) The 14th Amendment was also the conduit for the Civil Rights Movement
 - Affirmative Action – requires anyone who receives federal money to have a positive plan to increase underrepresented classes
 - Civil Rights Act of 1964 – cannot discriminate in public places on the basis of race, sex, national origin, religion, or age (over 40)
 - *Brown v Board of Education* – outlawed school segregation
 - *De facto* segregation – separation by circumstance, situation
 - *De jure* segregation – separation by law, Jim Crow laws

GOVT 17a, b, c, d, e

- 1) The following are character traits that foster good citizenship:
 - Practicing trustworthiness and honesty
 - Practicing courtesy and respect for the rights of others
 - Practicing responsibility, accountability, and self-reliance
 - Practicing respect for the law
 - Practicing patriotism

GOVT 18a, b, c, d, e, f

- 1) The following are ways in which individual demonstrate good citizenship:
 - Obeying the law and paying taxes
 - Serving as a juror
 - Participating in the political process
 - Performing public service
 - Keeping informed about current issues
 - Respecting differing opinions in a diverse society

Attachment B: Movie Worksheet

List examples from the selected movie for each topic.

1. Effects of *Brown v Board of Education*

2. *De facto* segregation

3. *De jure* segregation/Jim Crow laws

4. Affirmative action

5. Civil Rights Act of 1964

Attachment C: Sample Assessment Items

Asterisk () indicates correct answer.*

<p>1. Which of the following rights is included in the First Amendment?</p> <p>A Right to trial by jury B Right to bear arms C Freedom of petition* D Non-quartering of troops</p> <p>2. The Bill of Rights provides which of the following?</p> <p>A Protection against double jeopardy* B Guarantee of a free education C Protection from arrest D Provision for income tax</p> <p>3. The 5th and 14th Amendments to the Constitution have which of the following in common?</p> <p>A Each prohibits governments from acting unfairly and arbitrarily.* B Each provides for/protects the right to bear arms C Each addresses the consumption of alcohol. D Each establishes provisions for presidential succession.</p> <p>4. Read the following scenario and then answer the question that follows: <i>A man attending a movie plays a trick by standing up, yelling "Fire," and then running out. The audience panics and runs out of the theater, injuring some in the process. Witnesses identify the man, and he is arrested.</i></p> <p>Based on the protections of the Constitution, which of the following applies to this situation?</p> <p>A The first amendment protects the man from prosecution due to the free speech protection. B The man can be prosecuted because of the double jeopardy provision. C The due process clause of the Constitution protects the man from prosecution. D The man can be prosecuted because his speech created a clear and present danger.*</p> <p>5. Affirmative Action refers to laws passed by the federal government to</p> <p>A obtain consensus on the passage of tax legislation. B establish criteria for voting eligibility. C reverse the effects of years of discrimination against minorities.* D provide for the creation of laws to protect against double jeopardy.</p>	<p>Short Answer</p> <p>6. The Declaration of Independence states that all men are created equal. However, there are circumstances where the government treats citizens differently. Identify a situation where the government can treat citizens differently.</p> <p><i>Possible answers may include:</i></p> <p>A Adults under 21 may not purchase alcohol. B Citizens under the age of 18 are not guaranteed the right to vote. C States can establish a legal driving age.</p> <p>7. Identify three characteristics of a good citizen.</p> <p><i>Possible answers may include:</i></p> <p>A Trustworthiness and honesty B Courtesy C Respect for the rights of others D Responsibility E Accountability F Self-reliance G Respect for the law H Patriotism</p> <p>8. Identify five responsibilities all United States citizens have.</p> <p><i>Possible answers may include:</i></p> <p>A Obey the law B Pay taxes C Serve as jurors D Register and vote E Perform public service F Keep informed G Respect the opinions of others</p>
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Organizing Topic

Comparative Government and Foreign Policy

Standard(s) of Learning

- GOVT.12 The student will demonstrate knowledge of the role of the United States in a changing world by
- a) describing the responsibilities of the national government for foreign policy and national security;
 - b) assessing the role played by national interest in shaping foreign policy and promoting world peace;
 - c) examining the relationship of Virginia and the United States to the global economy;
 - d) examining recent foreign policy and international trade initiatives since 1980.
- GOVT.13 The student will demonstrate knowledge of how governments in Mexico, Great Britain, and the People’s Republic of China compare with government in the United States by
- a) describing the distribution of governmental power;
 - b) explaining the relationship between the legislative and executive branches;
 - c) comparing the extent of participation in the political process.

Essential Understandings, Knowledge, and Skills

	Correlation to Instructional Materials
Skills <i>(to be incorporated into instruction throughout the academic year)</i>	
Analyze primary and secondary source documents.	
Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets.	
Analyze political cartoons, political advertisements, pictures, and other graphic media.	
Distinguish between relevant and irrelevant information.	
Evaluate information for accuracy, separating fact from opinion.	
Identify a problem and prioritize solutions.	
Content	
Explain that American foreign policy consists of the official positions and actions that the national government takes in its relationships with other countries.	
Explain that the President has primary responsibility for making foreign policy; the President can negotiate, persuade, apply economic pressure, and threaten military intervention.	
Describe foreign policy powers of other branches:	
• Congress has the power to declare war and to appropriate funds.	
• The Senate has the power to confirm ambassadors and to ratify treaties.	
• The Supreme Court has the power to interpret treaties.	

Identify key agencies in the foreign policy arena:

- State Department
- National Security Council
- Foreign Service
- Department of Defense
- Central Intelligence Agency
- Using the following information, explain how public policy decisions are made and implemented:
- Public opinion, special interests, international organizations, and foreign countries influence foreign policy and national security issues.
- The President is the Commander in Chief of the armed forces.

Using the following information, explain how American interests are safeguarded at home and abroad:

- Conventional diplomacy, foreign aid, economic sanctions, and military intervention abroad serve to protect American interests and promote national security.

Explain that United States foreign policy priorities reflect American political values.

Evaluate foreign policy goals and how the national interest shapes foreign policy decisions:

- Fulfilling a commitment to preserve a peaceful world
- Promoting democratic values
- Protecting nations from aggression
- Encouraging market-oriented economies and free trade
- Safeguarding the global environment
- Advancing international cooperation

Explain that making foreign policy decisions requires balancing competing or contradictory foreign policy goals.

Explain that total world production is greater when nations specialize in the production of those products that can be produced most efficiently.

Explain that the economies of Virginia and the United States depend on resources and markets around the world for the production and sale of goods and services.

Explain that Virginia and United States businesses have become multinational in their quest for resources, markets, and profits.

Explain that international trade provides Virginia and the United States with goods and services for which they do not possess absolute or comparative advantage.

Explain that Virginia and the United States benefit when they produce goods and services for which they have a comparative advantage and trade for other items.

Evaluate how the United States continues to face challenges to its security and economic well being in the post-Cold War era.

Identify challenges that shaped American foreign policy in the post-Cold War world.

Identify recent initiatives addressing foreign policy challenges:

- Trade with China
- Human rights abuses
- Nuclear and biological arms control
- The future of NATO
- Curbing drug traffic
- Global environment

Explain that in recent decades the national government has worked to reduce barriers to international trade.

Explain how the national government has worked to promote fair and free trade throughout the world.

Explain that governments organize their institutions to serve the fundamental purposes for which government is established.

Explain that the two most common ways to organize institutions of the central government:

- A federal system of government (United States and Mexico): Powers are shared between levels of government; powers are separated and shared among the branches of the national government.
- A unitary system of government (Great Britain): All governmental power is vested in the central government, which may choose to delegate some of its authority; this type of government often has a parliamentary system. The legislative branch holds both legislative and executive powers. The executive is chosen by the legislature.

Explain how participation in the political process reflects the degree to which governmental power is limited:

- Limited governments have restraints on power and encourage broad-based participation in the political process.
- Governments of unlimited power (authoritarian governments) place no limits on the power wielded by one person or small group.
- The Chinese Communist Party (CCP) controls all levels of government in the People's Republic of China. Participation in the political process is limited.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

Central Intelligence Agency. <<http://www.cia.gov/>>. This site presents operational and career information about the area of foreign intelligence.

“Comparative Advantage.” Auburn University.

<http://www.auburn.edu/~johnspm/gloss/index.html?http://www.auburn.edu/~johnspm/gloss/comparative_advantage.html>. This site explains the economic concept of comparative advantage.

Mexico – A Country Study. <<http://lcweb2.loc.gov/frd/cs/mxtoc.html>>. This site provides information on Mexico: its history, society, economy, government, and national security.

“The National Security Council.” *The White House.* <<http://www.whitehouse.gov/nsc/>>. This site provides policies, news, and features related to the National Security Council.

“The People’s Republic of China.” University of Maryland. <<http://www-chaos.umd.edu/history/prc.html>>. This site outlines the establishment of the People’s Republic and its transition to Socialism in the early 1950s.

U.S. Department of Defense. <<http://www.defenselink.mil/>>. This site provides news articles and other information related to the U.S. military and its operations around the world.

U.S. Department of State. <<http://www.state.gov/>>. This site presents the structure and operations of the U.S. Department of State, along with the latest related news.

“The United States and China.” The U.S. State Department. <<http://usinfo.state.gov/regional/ea/uschina/>>. This site provides information on U.S./China relations.

The World Factbook. U.S. Central Intelligence Agency.

<<http://www.cia.gov/cia/publications/factbook/geos/uk.html>>. This site contains searchable information on all countries.

Session 1: Introduction to Foreign Policy

Materials

- Class notes

Instructional Activities

1. Ask students to respond to the following question:
 - Under what conditions should the United States become involved in foreign countries, and what type of involvement should it be?
2. After the students have had sufficient time to respond, ask them to share their responses with the class. Conduct a discussion focusing on the responses. Encourage students to discuss locations where the United States is currently involved. Ask students why the United States becomes involved in foreign affairs.

NOTE: Be sensitive to students in the classroom who may have family members serving in locations around the world. Some students may be very vocal about U.S. involvement overseas. Remind students to be considerate of others when expressing their opinions.

3. Ask students to answer the following questions in writing and then discuss their responses:
 - Who in the United States has to power to declare war?
 - Who is the Commander in Chief of the armed forces?
 - What role do United States ambassadors serve?
 - Who has the power to confirm ambassadors?
 - Who has the power to ratify and interpret treaties?
 - Identify the key agencies in the United States government responsible for administering foreign policy.
4. When discussing the responses, make sure that students address the correct information from the Essential Knowledge in Standard GOVT.12a.
5. Display the following notes on the board or overhead:
 - Public opinion, special interests, international organizations, and foreign countries influence foreign policy and national security issues.
 - Conventional diplomacy, foreign aid, economic sanctions, and military intervention abroad serve to protect American interests and promote national security.
6. Assign a teacher-selected reading, worksheet, or other re-enforcement activity using available teacher resources.

Session 2: Foreign Affairs

Materials

- Video on United States foreign policy.
- Internet access

Instructional Activities

1. Review the content from the previous session.
2. If videos are not available, provide access to computers or media center to conduct research on areas where the United States is currently involved in foreign affairs. Each student should prepare a two-page report on a specific event. The paper should include an explanation of where, how long, and why the United States is involved.
3. Have students prepare and present to class a three-minute oral report to culminate the activity.

Session 3: The Goals of Foreign Policy

Materials

- Class notes
- Overhead projector

Instructional Activities

1. Review the content from previous sessions.
2. Remind students of the discussion in a previous session about why the United States becomes involved in foreign countries. Explain that the United States has several goals when conducting foreign policy.
3. Display the following goals on the board or overhead transparency, and discuss each:
 - Fulfilling a commitment to preserve a peaceful world
 - Promoting democratic values
 - Protecting nations from aggression
 - Encouraging market-oriented economies and free trade
 - Safeguarding the global environment
 - Advancing international cooperation
4. Assign a teacher-selected reading, worksheet, or other reinforcement activity using available teacher resources.

Session 4: Foreign Trade and Comparative Advantage

Materials

- Class notes
- Explanation of comparative advantage
- Internet access

Instructional Activities

1. Review the content from the previous session.
2. Ask students to consider the issues that must be considered when the United States is trying to determine when to become involved in foreign countries.
3. Ask the students to define *global economy*.
4. Explain that in addition to foreign policy involvement, the United States is also involved in the global economy.
5. Instruct students to divide a paper into two columns. Label one column, “Advantages of global trade” and the other, “Disadvantages of global trade.”
6. Provide students with an explanation of *comparative advantage*. The following Web site may be of assistance:
<http://www.auburn.edu/~johnspm/gloss/index.html?http://www.auburn.edu/~johnspm/gloss/comparative_advantage.html>.
7. Provide examples to illustrate the concept of comparative advantage.
8. Display the following notes on the board or overhead and discuss them with the students to promote understanding of the concept of comparative advantage.
 - International trade provides Virginia and the United States with goods and services for which they do not possess absolute or comparative advantage.
 - Virginia and the United States benefit when they produce goods and services for which they have a comparative advantage and trade for other items.
9. Direct students to develop a chart that illustrates the concept of comparative advantage. The chart should use actual products for examples. For advanced students, this could constitute a larger project: assign research concerning the actual cost of production of specific products so students can determine which countries have comparative advantage on selected products.

Session 5: Foreign Policy Topics for Research _____

Materials

- Internet access

Instructional Activities

1. Arrange for students to conduct research on North American Free Trade Agreement (NAFTA). Instruct students to prepare a one-page paper that reflects the purpose behind the agreement, the current status of the agreement, and whether it is considered successful. The paper should also indicate which countries are benefiting from the agreement.

OR

2. Assign the following topics to students to develop a 3- to 5-minute oral report to the class on the current status of stated foreign policy challenges:
 - Trade with China
 - Human rights abuses
 - Nuclear and biological arms control
 - The future of NATO
 - Curbing drug traffic
 - Global environment
 - North American Free Trade Agreement (NAFTA)

Session 6: Comparing Governments

Materials

- Internet access or printed copies of information on the governments of Mexico, Great Britain and China

Instructional Activities

1. Review the content from this unit.
2. Ask students to describe the government of the United States. Ask them to identify countries whose government is considerably different than that of the United States.
3. Explain to students that some countries differ drastically from that of the United States in the following areas:
 - Distribution of governmental power
 - The relationship between the legislative and executive branches
 - The extent of participation in the political process
4. Provide opportunity for students to work in groups to research and prepare a report on the governments of Mexico, Great Britain, and the People's Republic of China. They should determine if the governments have a federal system, a unitary system, a limited government, or an authoritarian government, and define these government systems.

OR

5. If research time is not possible, provide resources in the classroom to groups to locate information on these countries. The following Web sites may be of assistance:
 - <<http://lcweb2.loc.gov/frd/cs/mxtoc.html>> (Information on Mexico)
 - <<http://www.cia.gov/cia/publications/factbook/geos/uk.html>> (Information on Great Britain.)
 - <<http://www-chaos.umd.edu/history/prc.html>> (Information on China)
6. Assign date and times for presentations.

Session 7: Group Presentations

Materials

- None identified

Instructional Activities

1. Provide time for student presentations.

Session 8: Assessment Review

Materials

- None identified

Instructional Activities

1. Conduct a review to prepare for the assessment.

Session 9: Assessment

Materials

- Assessment

Instructional Activities

1. Administer the assessment. Sample assessment items can be found on Attachment A.

Attachment A: Sample Assessment Items

Asterisk () indicates correct answer.*

1. Which of the following does the President do when making foreign policy?

- A Declares war
- B Applies economic pressure*
- C Ratifies treaties
- D Confirms ambassadors

2. World production is greater when

- A countries pass tariffs to limit imports.
- B nations specialize in products they can produce most efficiently.*
- C countries form cooperatives to prevent competition.
- D nations slow production of certain products in order to create a higher demand.

3. The principle that countries should primarily produce goods they can generate at a relatively low cost and purchase goods they cannot is known as

- A supply and demand policy.
- B trade interdependence.
- C comparative advantage.*
- D national fiscal policy.

4. A government where powers are shared between the levels of government is known as

- A Federal system.*
- B Unitary system.
- C Parliamentary system.
- D Oligarchical system.

5. A government that places unlimited power in one person or a small group is

- A a democracy.
- B authoritarian.*
- C a republic.
- D unitarian.

Organizing Topic

Free Market and Other Economic Systems

Standard(s) of Learning

- GOVT.14 The student will demonstrate knowledge of economic systems by
- a) identifying the basic economic questions encountered by all economic systems;
 - b) comparing the characteristics of free market, command, and mixed economies, as described by Adam Smith and Karl Marx;
 - c) evaluating the impact of the government’s role in the economy on individual economic freedoms;
 - d) explaining the relationship between economic freedom and political freedom;
 - e) examining productivity and the standard of living as measured by key economic indicators.
- GOVT.15 The student will demonstrate knowledge of the United States market economy by
- a) assessing the importance of entrepreneurship, the profit motive, and economic independence to the promotion of economic growth;
 - b) comparing types of business organizations;
 - c) describing the factors of production;
 - d) explaining the interaction of supply and demand;
 - e) illustrating the circular flow of economic activity;
 - f) analyzing global economic trends, with emphasis on the impact of technological innovations.

Essential Understandings, Knowledge, and Skills

Correlation to
Instructional Materials

Skills (to be incorporated into instruction throughout the academic year)

- Analyze primary and secondary source documents.
- Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheet.
- Distinguish between relevant and irrelevant information.
- Identify a problem and prioritize solutions.

Content

- Explain that every society must answer three basic economic questions.
- Identify the three basic economic questions:
- What goods and services should be produced?
 - How should they be produced?
 - For whom are they produced?
- Explain that how a society answers these questions determines the type of economy it has.
- Explain that the type of economy is determined by the amount of government involvement in economic decision-making.

Using the following information, describe the basic characteristics of free market, command, and mixed economics:

Free market

- A free market economy is characterized by private ownership of property/resources, profit, competition, consumer sovereignty, and individual choice.
- Adam Smith was one of the founders of free-market capitalism.

Command economy

- A command economy is characterized by central ownership of property/resources, centrally-planned economy, and lack of consumer choice.
- Karl Marx provided the ideological foundation for communist/centrally-planned economies.

Mixed economy

- Individuals and businesses make decisions for the private sector.
- Government makes decisions for the public sector.
- Government's role is greater than in a free-market economy.
- Most economies today are mixed economies.

Explain that a strong relationship exists between the economic and political freedoms enjoyed by citizens of free and authoritarian nations. Explain that the degree of economic freedom in a nation tends to be directly related to the degree of political freedom its citizens enjoy:

Democratic nations

- High degree of economic freedom
- High degree of political freedom

Authoritarian nations

- Limited economic freedom
- Limited political freedom
- Explain that formulation of economic policies requires an understanding of accurate measures of the economy's performance.

Identify indicators of economic performance:

- Gross Domestic Product (GDP) is the total dollar value of all final goods and services produced in a year.
- Consumer price index measures the monthly price changes of sample consumer goods and services.
- Unemployment rate is the percentage of the labor force without jobs.
- Balance of trade is the difference in dollar value of imports and exports.
- Stock market averages are select groups of stocks whose performance is averaged, and over time the averages serve as an indicator for the market.

Explain that productivity is the amount of output per unit of input over a period of time.

Explain that productivity and standards of living are generally higher in economies that have limited government planning and control of the economy.

Explain that entrepreneurship is the organizational abilities and risk-taking involved in starting a new business or introducing a new product.

Explain that the entrepreneur sees an economic need and tries to fill it.

Explain that entrepreneurs must have the freedom to start new business ventures but must accept the responsibilities of that freedom.

Explain that entrepreneurs must be willing to take risks, handle rejection, survive financial uncertainty, and make personal sacrifices.

Explain that profit is the difference between the revenue received from the sale of a good or service and the costs of providing that good or service.

Explain that profit is an entrepreneur's reward for taking a risk and succeeding.

Using the following information, describe the relationship between entrepreneurship and economic independence:

- Economic structures that provide freedom of choice encourage and possess higher levels of entrepreneurship.

Describe the three basic ways that businesses organize to earn profits:

- Proprietorship—A form of business organization with one owner who takes all the risks and all the profits.
- Partnership—A form of business organization with two or more owners who share the risks and the profits.
- Corporation—A form of business organization that is authorized by law to act as a legal person regardless of the number of owners.

Explain that in a corporation, owners share in the profit and limit their liability to the amount of their investment.

Explain that the production of goods and services depends on four basic categories of resources that are interdependent in the production process.

Identify the factors of production:

- Labor, also called human resources, is any form of human effort used in the production of goods and services.
- Capital is human-made resources (tools, buildings, equipment) used in the production of other goods and services.
- Natural resources are those items provided by nature that are used in the production of goods and services.
- An entrepreneur is the risk-taker who organizes the other resources for production.

Explain that all production depends on natural resources, which need capital for conversion to usable goods and labor to make the conversion.

Using the following chart, explain how the interaction of supply and demand in a market economy determines price.

Explain that households, firms, and government are interdependent in a market economy.

Explain that resources, goods and services, and money constantly flow in a market economy.

Using the following information, explain how the interaction of households, firms, and the government are referred to as the circular flow of economic activity:

- Households, owners of the factors of production, sell those resources to firms.
- Firms use the resources to produce goods and services that households want.
- Households use the money from the sale of resources to purchase goods and services.

- Firms use the money from the sale of goods and services to buy more productive resources. _____
- Government taxation policies and regulations may speed up or slow down the flow of resources, goods and services, and money in a market economy. _____

Explain that the economy of the United States depends on resources and markets around the world for the production and sale of goods and services. _____

Explain that United States businesses have become multinational in their quest for productive resources, markets, and profits. _____

Using the following information, explain how economies are interdependent:

- Resources are distributed unequally. _____
- Some economies can produce certain products more efficiently than other economies, thus having an absolute advantage in the production of that product. _____
- Trade provides economies with items in which they do not possess absolute advantage. _____
- Voluntary trade benefits all parties involved. _____
- When an economy is more efficient than other economies in producing a product, it has a comparative advantage in that product. _____
- Economies benefit when they produce those products in which they have a comparative advantage and trade for other items. _____
- Total world production is greater when nations specialize in the production of those products that they can produce most efficiently. _____

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“Center on Japanese Economy and Business.” *Columbia Business School*.

<<http://www-1.gsb.columbia.edu/japan/>>. This site offers computer-based resources for information on the business and economic issues of Japan.

“The Chinese Economy.” *Asian Info*. <<http://www.asianinfo.org/asianinfo/china/pro-economy.htm>>. This site presents both historical and current information on the economy of China.

CIA World Factbook. <<http://www.cia.gov/cia/publications/factbook/geos/vm.html>>. This site offers information on the economy and related issues for every country in the world.

EarthTrends: The Environmental Information Portal. World Resources Institute.

<http://earthtrends.wri.org/country_profiles/index.cfm?theme=1&rcode=4>. This site provides a searchable database of the world’s resources by country. It requires registration but is free.

“Economic Freedom of the World, 2001.” *Economic Freedom of the World: 2003 Annual Report*.

<<http://www.freetheworld.com/2003/1EFW2003ch1.pdf>>. This site explains the meaning of economic freedom and the factors that affect it. Charts display related data for countries of the world.

National Council on Economic Education. <<http://www.ncee.net/>>. This site allows users to search for programs and resources to assist in teaching economic concepts and issues.

Session 1: Introduction to Economics

Materials

- Textbook

Instructional Activities

1. Ask students to define the term *economics*. After a few moments, instruct them to look up the definition and write it down.
2. Discuss the definition as a class. Ensure that students understand the definition. Explain that countries have different economies based, in part, on their governmental structure.
3. Ask students if they can define the economy of the United States. Discuss this as a class.
4. Ask students to explain the terms *goods* and *services* in economics. Ask for examples of each to ensure that students understand the term.
5. Display the following questions on the board or overhead and explain that how a society answers these questions determines the type of economy it has:
 - What goods and services should be produced?
 - How should they be produced?
 - For whom are they produced?
6. After students have recorded these questions in their notes, discuss them in terms of the United States economy. Ask students to identify who answers these questions in our economy. Remind them that while companies determine what goods and services they will produce, the desires of the consumer drive the final answer to these questions. Discuss the role the consumer has in the U.S. economy.
7. Assign a teacher-selected reading, worksheet, or other reinforcement activity.

Session 2: Economic Systems

Materials

- Economic systems chart (Attachment A)
- Economic freedoms chart (Attachment B)
- Internet access

Instructional Activities

NOTE: The following Web sites will be helpful in the study of the economies of China, Vietnam, and Japan:

- <<http://www.asianinfo.org/asianinfo/china/pro-economy.htm>>
- <<http://www.cia.gov/cia/publications/factbook/geos/vm.html>>
- <<http://www-1.gsb.columbia.edu/japan/>>

1. Review the content from the previous session.
2. Explain that there are three basic economic systems. Emphasize that the amount of government involvement in the economy determines a country's economic system.
3. Refer students to the chart in Attachment A.
4. Review the chart with the students. Provide examples of each type of economic system based on research conducted on the economies of China, Vietnam, and Japan, or arrange for students to research the economies of these countries and prepare a report for the class. Discuss the impact competition has in each of these types of economies. Remind students that competition often contributes to better quality products. Ask students to suggest reasons for this.
5. Distribute the economic freedoms chart found in attachment B, and instruct students to complete it. Provide access to research materials or make this a long-term assignment.
6. Assign a teacher-selected reading, worksheet, or other reinforcement activity.

Session 3: Economic and Political Freedoms

Materials

- Class notes
- Overhead projector

Instructional Activities

1. Review the content from the previous session.
2. Display the following note on the board or overhead transparency:

The degree of economic freedom in a nation tends to be directly related to the degree of political freedom its citizens enjoy.

3. Discuss what the statement means. Provide the following notes to guide the discussion:
 - Democratic nations
 - High degree of economic freedom
 - High degree of political freedom
 - Authoritarian nations
 - Limited economic freedom
 - Limited political freedom
4. Instruct students to develop a chart that reflects the relationship between economic freedoms and political freedoms.
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity.

Session 4: Economic Indicators

Materials

- Chart of Economic Indicators (Attachment C)
- Overhead projector

Instructional Activities

1. Review the content from the previous session.
2. Explain that, just as the health of a person's body is measured by temperature and other medical tests, several indicators measure the health of a country's economy.
3. Post the following indicators of economic performance on the board or overhead and discuss each one with students, providing examples:
 - *Gross Domestic Product (GDP)* is the total dollar value of all final goods and services produced in a year.
 - *Consumer price index* measures the monthly price changes of sample consumer goods and services.
 - *Unemployment rate* is the percentage of the labor force without jobs.
 - *Balance of trade* is the difference in dollar value of imports and exports.
 - *Stock market averages* involve select groups of stocks whose performance is averaged, and over time the averages serve as an indicator of the market.
4. Display the following notes on the board or overhead transparency, and discuss each one.
 - *Productivity* is the amount of output per unit of input over a period of time.
 - *Productivity* and *standard of living* are generally higher in economies that have limited governmental planning and control of the economy.
5. Explain that students will be conducting computer research on economic indicators during the next class.

Session 5: Research: Indicators of Economic Performance

Materials

- Indicators of Economic Performance (Attachment C)
- Internet access

Instructional Activities

1. Divide students into groups or make individual assignments for completing Attachment C.
2. Have students gather necessary information and complete the chart on economic indicators found in Attachment C. The following Web site may be helpful:
<<http://www.cia.gov/cia/publications/factbook/geos/vm.html>>.

Session 6: Factors that Influence Profit

Materials

- Results of research on economic indicators (Attachment C) and information on the type of government of each country researched (a current almanac will be helpful)
- The costs of running various businesses (to help students see what a business has to pay out before it can earn a profit)

Instructional Activities

1. Discuss the results of the students' research. Ask students to report the countries that seem to have the healthiest economies and the types of governments that exist in those countries. Discuss the correlation, if any, between the type of government and the health of a country's economy.
2. Ask students to suggest answers to the question, "Who meets the needs of consumers in the United States economy? Why would people attempt to meet the needs of consumers?" Ensure that students understand that business owners seek to meet the needs of consumers in order to earn a profit.
3. Explain that entrepreneurs contribute to the United States economy. Ask students to define the term *entrepreneur* and to determine what an entrepreneur does. Display the following note on the board or overhead transparency, and discuss with the students:

Entrepreneurs take the risk of starting businesses and introducing new products as they see and try to fill an economic need. They hope to earn a profit for their efforts.

4. Discuss this note with the class and ask students to define *profit*. Make sure students understand that profit is the amount of money left after a business pays its operating expenses. Ask students to list the operating expenses of various businesses.
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity.

Session 7: Factors of Production

Materials

- Class notes

Instructional Activities

1. Review the content from the previous session.
2. Explain that entrepreneurs take the risks of investing their money or *capital* in businesses with the hope of making a profit.
3. Display the following factors of production and discuss them:
 - *Labor*, also called human resources, is any form of human effort used in the production of goods and services.
 - *Capital* refers to human-made resources (tools, buildings, equipment) used in the production of other goods and services.
 - *Natural resources* are those items provided by nature that are used in the production of goods and services.
 - An *entrepreneur* is the risk-taker who organizes the other resources for production.
4. Explain that all production depends on natural resources, which need capital to fund conversion to usable goods and labor to make the conversion.
5. Ask students to suggest how an entrepreneur may acquire the money to start a business. Divide the class into groups and assign a product to each group and instruct them to determine the overhead they will need to produce the product. Direct them to determine how they will get the money needed to complete production. Make the product small and allow time for them to work in small groups and communicate with each other about how they will get the money to develop, produce, and market their product. Guide them throughout the exercise by asking questions such as the following:
 - Where will the products be made?
 - Will rent have to be paid?
 - Will employees be needed to help?
 - Will employee benefits be provided?
 - What will be the source of the money?
6. Encourage students to begin to examine what it takes to operate a business. Allow students to work on this for the remainder of the class session. Require them to prepare a group report that will explain how they addressed the various questions.

NOTE: This one-session assignment could become a large project that spans several weeks and requires students to research actual production costs on a particular product for a class presentation.

Session 8: Types of Business Ownership

Materials

- Class notes

Instructional Activities

1. Ask students to share the results of the exercise during the previous session.
2. Ask if any students considered getting their money from other people. Explain that often entrepreneurs elect to share the risk of producing a product or service by acquiring partners or accepting shareowners. Display the following types of profit-seeking business structures:
 - *Proprietorship*: A form of business organization with one owner who take all the risks and all the profits.
 - *Partnership*: A form of business organization with two or more owners who share the risks and the profits
 - *Corporation*: a form of business organization that is authorized by law to act as a legal person regardless of the number of owners. In a corporation, owners share in the profit and limit their liability to the amount of their investment.
3. Ask students to recall the previous exercise and share which of the types of business structures they designed. Discuss with the students the benefits and disadvantages of each of these business structures. Ask them to consider which one they would want to be involved in, and ask why they choose that particular business type.

Session 9: Economic Performance in the United States _____***Materials***

- Chart identifying economic performance in the United States. (Attachment D)

Instructional Activities

1. Review the activity from the previous session.
2. Distribute the chart on economic performance found on Attachment D, and review the information students will be identifying for the chart.
3. Provide time and resources for students to gather information to complete the chart.

Session 10: Supply and Demand

Materials

- Chart on Supply and Demand (Attachment E)

Instructional Activities

1. Review the activity from the previous session.
2. Explain that consumer demand contributes to the decision by entrepreneurs to produce particular products.
3. Explain further that available supply plus consumer demand determines the price of a particular product.
4. Distribute and discuss the chart on supply and demand found on Attachment E.
5. Present several scenarios to help students understand the concept of supply and demand. For example:
 - Tell students to imagine that they have only \$5.00 to spend. They cannot get any more money anywhere else. State that you have concert tickets to see Willie Nelson. (Some students may not know who he is, but that does not matter for this exercise.) Ask students how many would pay \$5.00 for your concert ticket. You probably will not have many buyers for your tickets. Drop the price until you are able to get several students willing to buy the tickets. Explain that entrepreneurs can set the price for a product, but that price only holds firm as long as there is a demand for the product and the consumer is willing to pay that amount. When the product does not sell for that amount, the entrepreneur must drop the price to get rid of the product.
 - Conduct an exercise similar to the previous one but give each student \$10.00, and tell them the concert tickets are for a group that is very popular among students their age. Point out how quickly you were able to sell each of your tickets at the full price. The demand was high.
 - Now, using the same tickets for the popular group, tell the students that they now have \$100.00 to spend but that you only have four tickets. Poll the students to find out how many would be willing to pay \$10.00, then \$20.00, then \$50.00, then \$80.00, and finally \$100.00 for each ticket. Explain that in the previous scenario, the most you could charge for a ticket was \$10.00, because the consumers did not have more money to spend. Explain that as the money supply increased and the supply of the desired product decreased, you were able to charge more for your product even though it did not cost you more to produce the product.
6. Ask the students to share their observations from the exercise and discuss them as a class.

Session 11: Circular Flow of Economic Activity

Materials

- Circular flow chart. (Attachment F)

Instructional Activities

1. Review the activity from the previous session.
2. Distribute the Circular Flow Chart found on Attachment F, and review it with students.
3. Instruct students to develop an economic flow chart that names actual products and services to reflect their comprehension of the economic flow pattern.

Session 12: The Advantage of Natural Resources

Materials

- Atlases
- Internet access

Instructional Activities

NOTE: The following Web sites may be helpful in the study of natural resources:

- <<http://www.cia.gov/cia/publications/factbook/geos/vm.html>>.
- <http://earthtrends.wri.org/country_profiles/index.cfm?theme=1&rcode=4>.

1. Review the content from the previous session.
2. Ask students to research, using atlases and other available resources, the natural resources of specified countries. For example, what resources are native to the United States, Japan, Ghana, Ethiopia, or Columbia? Be sure to select countries that have a lot of resources and others that have limited natural resources.
3. After students have had time to complete their research, ask them to share the results. As they share, make a list on the board or overhead transparency of the resources for each country identified. Ask students to recognize that some countries have more natural resources than others. Ask them to suggest what benefit this would be for those that have many resources and what problems are created for those that have few resources.
4. Instruct the students to define the following economic terms:
 - *Absolute advantage*
 - *Trade*
 - *Comparative advantage*
5. Divide the class into groups of three or four students and assign one of these terms to each group. Instruct the group to develop a two-minute presentation to explain their term to the class and provide examples that will illustrate their definition.
6. Explain that world production is greater when nations specialize in the production of those products that they can produce most efficiently. Provide examples and ask students to explain this concept.

Session 13: Assessment Review

Materials

- None identified

Instructional Activities

1. Review the unit on Free Market and Other Economic Systems.

Session 14: Assessment

Materials

- Assessment

Instructional Activities

1. Administer the assessment. Sample assessment items are provided at Attachment G.

Attachment A: Economic Systems _____

Free Market	Command Economy	Mixed Economy
Free market economy is characterized by private ownership of property/resources, profit, competition, consumer sovereignty, and individual choice.	A command economy is characterized by central ownership of property/resources, centrally planned economy, and lack of consumer choice.	Individuals and businesses make decisions for the private sector.
Adam Smith was one of the founders of free-market capitalism.	Karl Marx provided the ideological foundation for communist/centrally-planned economies.	Government makes decisions for the public sector.
		Government's role is greater than in a free-market economy.
		Most economies today are mixed economies.

Attachment B: Economic Freedoms Chart_____

Determine the level of Economic Freedoms of the countries identified on the chart. Include information in the appropriate cell to justify your ranking. In the blank cells, give each country a score of 1-5, with 1 being most restrictive and 5 being most unlimited:

5	4	3	2	1
Unlimited economic freedom	Limited government regulation	Increased government regulation	Restrictive Government regulation	Most Restrictive Government regulation

The following Web site may be helpful in this activity: <<http://www.freetheworld.com/2003/1EFW2003ch1.pdf>>.

Economic Freedoms Chart

ECONOMIC FREEDOMS:	<i>Ability to earn money</i>	<i>Right to make choices about where to save and how much</i>	<i>Right to purchase property</i>	<i>Right to spend incomes on goods and services</i>	<i>Right to choose occupations or change jobs</i>	<i>Right to open new business</i>	TOTAL POINTS:
The United States							
China							
Great Britain							
Vietnam							
Japan							
Iran							

Attachment C: Indicators of Economic Performance_____

Country	Gross Domestic Product	Consumer Price Index	Unemployment Rate	Balance of trade	Stock Market
United States					
China					
Vietnam					
Guatemala					
Mexico					
Iran					
Afghanistan					
Saudi Arabia					
Ghana					
Liberia					
Japan					
Australia					
Brazil					
Panama					

Attachment D: Economic Performance in the United States _____

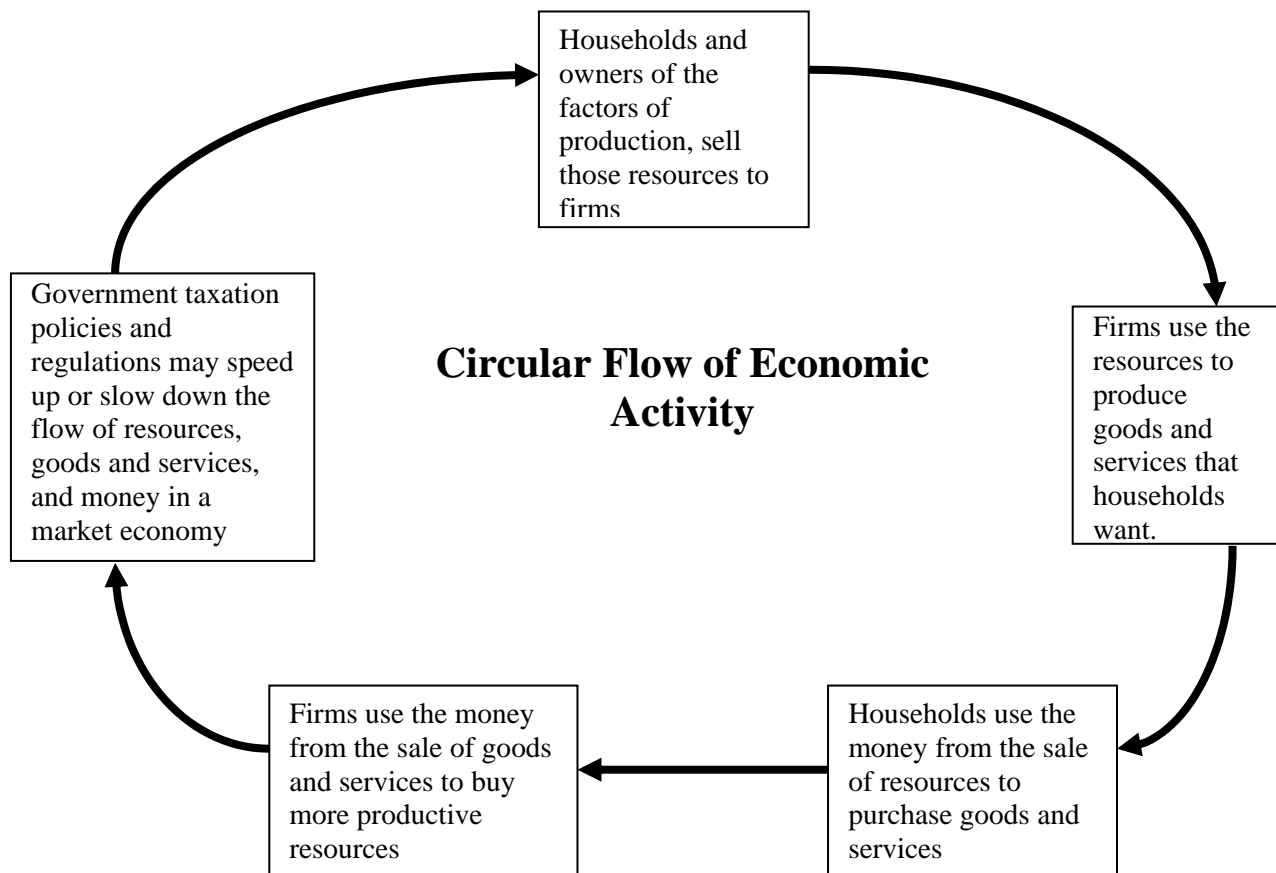
Complete the information on jobs in the United States.

1. The current employment rate in the United States is _____.
2. _____ Americans are currently employed in some capacity in the United States.
3. _____ are employed in industry.
4. _____ are employed in large corporations.
5. _____ are employed in the service sector.
6. _____ are employed in government jobs.
7. _____ are employed in the military.
8. _____ are employed in non-profit businesses.
9. _____ are employed in small businesses.
10. _____ (additional information as directed by the teacher.)

Develop a chart that reflects the information collected.

Attachment E: Supply and Demand

	Definition	Laws	Determinants	Equilibrium
Demand	Willingness and ability to buy various quantities of a good or service at various prices	Law of Demand – Quantity demanded varies inversely to price: If all else remains equal, the lower the price, the higher the quantity demanded, and the higher the price, the lower the quantity demanded	Factors other than price influencing demand: Substitutes, complements, number of demanders, consumer preference, income	Equilibrium is the point where supply and demand balance each other; below this point is a shortage, and above this point is a surplus
Supply	Willingness and ability to provide various quantities of a good or service at various prices	Law of Supply – Quantity supplied varies directly with price: If all else remains equal, the lower the price, the lower the quantity supplied, and the higher the price, the higher the quantity supplied.	Factors other than price influencing supply: Number of producers, technology, government policies, productivity of resources	Equilibrium is the point where supply and demand balance each other; below this point is a shortage, and above this point is a surplus.

Attachment F: Circular Flow of Economic Activities _____

Attachment G: Sample Assessment Items

Asterisk () indicates correct answer.*

<p>1. List the three basic economic questions and explain who, in an economy, answers each question.</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>4. Which of the following indicators of economic performance is the total dollar value of all goods and services produced in a year?</p> <p>A Consumer Price Index B Gross Domestic Product* C Product Revenue Index D Economic Advantage List</p>
<p>2. Briefly describe a free market economy.</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>5. Productivity is measured by the</p> <p>A amount of output per unit of input over a period of time.* B total profit a company earns in a quarter. C amount consumers purchase over a specified period of time. D total amount of raw materials ordered by industry.</p>
<p>3. Briefly describe a command economy.</p> <hr/> <hr/> <hr/> <hr/> <hr/>	

Organizing Topic

Government and the Economy

Standard(s) of Learning

- GOVT.14 The student will demonstrate knowledge of economic systems
- c) by evaluating the impact of the government’s role in the economy on individual economic freedoms;
- GOVT.16 The student will demonstrate knowledge of the role of government in the Virginia and United States economies by
- a) analyzing the impact of fiscal and monetary policies on the economy;
 - b) describing the creation of public goods and services;
 - c) examining environmental issues, property rights, contracts, consumer rights, labor-management relations, and competition in the marketplace.

Essential Understandings, Knowledge, and Skills

	Correlation to Instructional Materials
Skills <i>(to be incorporated into instruction throughout the academic year)</i>	
Analyze primary and secondary source documents.	
Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheet.	
Analyze political cartoons, political advertisements, pictures, and other graphic media.	
Distinguish between relevant and irrelevant information.	
Evaluate information for accuracy, separating fact from opinion.	
Identify a problem and prioritize solutions.	

Content

- Explain that maintaining freedom of choice in the marketplace is the basis of the free-enterprise system. Government plays a limited but important role in the protection of individual economic freedoms.
- Identify economic freedoms of individuals:
- Ability to earn money
 - Right to purchase property
 - Right to spend incomes on goods and services
 - Right to make choices about where to save and how much
 - Right to choose occupations or change jobs
 - Right to open new businesses
- Describe the government’s role in protecting economic freedoms:
- The government has created certain consumer protection laws and agencies.
- Explain that two major instruments for influencing economic activity are monetary and fiscal policies.
- Describe how monetary and fiscal policy influence economic activity:
- The Federal Reserve Board controls monetary policy by changing the availability of loanable funds or adjusting interest rates.

Explain that three instruments of monetary policy are reserve requirements, discount rates, and open-market operations.

Explain that the government can use fiscal policies, which are changes in taxing, changes in spending, and the issue of government bonds to influence economic activity.

Explain that public goods and services, sometimes called collective goods and services, benefit many but would not be available to everyone if individuals had to provide them.

Describe how many public goods and services would not be available if they were not provided by the government.

Explain what are public goods and services.

Describe how taxes pay for the production of public goods and services.

Identify reasons why government provides public goods and services:

- It is more efficient.
- The goods or services may benefit individuals other than the purchaser.
- The value of the goods or services is greater than the individual consumer could afford.
- It promotes economic equity.

Explain how protecting the environment is a public service.

Explain the role of government in protecting property rights:

- Property rights of an individual are relative and limited.

Explain the role of government in the enforcement of legal contracts:

- Contracts are legally binding.

Explain how governmental agencies have been created to protect consumer safety and against fraud and deception:

- Consumer Product Safety Commission—Ensures safety of products other than food, drugs, and cosmetics
- Food and Drug Administration— Ensures the safety of food, drugs, and cosmetics
- The government sets regulations, levies fees, and subsidizes reduction efforts to ensure that the producer pays all costs of pollution.

Individuals have the right of private ownership, which is protected by negotiated contracts that are enforceable by law. However, the rights of a society as a whole rank above those of the individual.

Individuals enter into agreements (contracts) with one another to buy and sell goods and services. Whether written or oral, these agreements are legally binding.

The United States government creates laws and agencies to regulate production and exchange activities, conduct research, and establish guidelines for consumer rights and safety. The government can also intervene in labor-management relations and can regulate competition in the marketplace.

Explain that the government can intervene in labor management relations and can regulate competition in the marketplace.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

Board of Governors of the Federal Reserve System. <<http://www.federalreserve.gov/>>. This site provides access to information on the Federal Reserve System and its offerings, ranging from personal economics education to news concerning U.S. monetary policy.

“Consumer Protection.” *Congressional Record*. <<http://www.house.gov/paul/congrec/congrec99/cr031199.htm>>. This site presents consumer protection legislation introduced by the Hon. Ron Paul of Texas.

“Economic Cycles.” United States Department of Agriculture. <<http://www.usda.gov/history2/text1.htm>>. This site provides a history of agriculture and its economic issues in the United States from 1776-1990.

Federal Trade Commission for the Consumer. <<http://www.ftc.gov/ftc/consumer.htm>>. This site offers publications on consumer rights.

Labor Management Relations Update. <<http://www.usda.gov/da/employ/Dues%20Advisory.pdf>>. This file presents a situation concerning union dues allotment and agency liability.

“Security Council.” United Nations. <<http://www.globalpolicy.org/security/index.htm>>. This site contains information on the membership and operations of the United Nations Security Council. It includes President Bush’s Official Draft of the Plan for Free-Market Economy in Iraq.

United States Department of State. <http://usinfo.state.gov/ei/economic_issues/intellectual_property.html>. This site includes information on protecting intellectual property rights.

United States Environmental Protection Agency. <<http://www.epa.gov/>>. This site contains information on EPA efforts to fulfill its missions of protecting human health and safeguarding the natural environment.

Session 1: Protecting Economic Freedoms

Materials

- Internet access

Instructional Activities

1. Review the content from the previous unit on the free market and other economic systems.
2. Explain that the United States has a free market economy based on maintaining freedom of choice in the marketplace. This means that the government creates certain consumer protections and agencies, but individuals have the freedom to choose what they make and buy as long as it conforms to the government regulations.
3. Display the following list of economic freedoms for individuals in a free market economy, and explain how the government is responsible for protecting each one:
 - Ability to earn money
 - Right to purchase property
 - Right to spend incomes on goods and services
 - Right to choose occupations or change jobs
 - Right to make choices about where to save and how much
 - Right to open new business
4. Provide actual legislation and other regulations the government has in place to protect consumers. Explain why the government had to pass some of these laws. For example, the right to purchase property was denied to certain groups through various methods, so the government had to establish laws to guarantee all Americans the right to purchase a home in the neighborhood of choice. In addition, certain individuals were denied the opportunity for employment due to handicapping conditions, so the government had to pass laws that protected the right of the disabled to get a job. Ask students if they can suggest other situations that may have contributed to legislation to protect the economic freedoms of individuals in a free market economy.

NOTE: The following Web site may be of assistance in the study of legislation on consumer protection.

<http://www.house.gov/paul/congrec/congrec99/cr031199.htm>.

5. Assign a teacher-selected reading, worksheet or other reinforcement activity.

Session 2: Fiscal and Monetary Policies

Materials

- A balloon
- Internet access.

Instructional Activities

NOTE: The following Web site may be helpful in the study of economic cycles:

<http://www.usda.gov/history2/text1.htm>.

1. Review the content from the previous session.
2. Ask students to raise their hands if they have a savings account. Ask them if they know how much interest their savings account is earning and if they know what determines what interest rate they will earn.
3. Ask students to define the term *fiscal*. Discuss this definition.
4. Explain that the governmental fiscal and monetary policies change in order to stimulate or slow down the economy. Illustrate this concept with the following demonstrations:
 - Begin to blow up a balloon. Just as the balloon becomes fully inflated, stop and explain that the balloon is in danger of over-inflating. Ask students what will happen if more air is blown into the balloon after it has been fully inflated. After they answer, ask them what you can do to prevent it from bursting. Explain that this is what the government does with their fiscal and monetary policies. The government takes action when the economy is deflated or flat to cause it to begin to inflate and then takes other steps to prevent over-inflation.
 - Ask students if they have ever observed a heart monitor. Ask them to say which is better, a heartbeat that is shown on the monitor as up and down in waves or a heartbeat that resembles a flat line. (Illustrate as necessary). Explain that the economy is much the same. A flat line depicts an unhealthy economy. The economy needs small fluctuations; however, big fluctuations are not healthy, either. So just like the doctor takes actions to stabilize a patient's heartbeat, the government takes action to stabilize the economy.
7. Ask students to suggest ways the government stabilizes the economy. After some discussion, explain that they will discover the answer as they work through the next unit.

Session 3: Stabilizing the Economy: The Federal Reserve System _____

Materials

- Internet access
- Resource materials on the Federal Reserve System

Instructional Activities

NOTE: The following Web site may be helpful in the study of the Federal Reserve System:

<<http://www.federalreserve.gov/>>.

1. Review the content from the previous session.
2. Explain that the United States government has a Federal Reserve System that serves as the central bank. Divide students into groups of three or four, and instruct each group to develop a chart that indicates how the Federal Reserve System operates. Provide resource material or assign students to use computers. This activity may take two or more sessions to complete. Explain that their chart should indicate an understanding of the following instruments of monetary policy:
 - Reserve requirements
 - Discount rates
 - Open-market operations
3. Further explain that their chart must reflect the steps the Federal Reserve Board takes to control monetary policy by changing availability of funds or adjusting interest rates. In addition, the use of fiscal policies that change taxing, spending, and the issuance of government bonds to influence activity should be reflected in their project.
4. Assign groups to present their completed charts to the class.

Session 4: Public Services

Materials

- Information on local, state, and national public services in the student's area

Instructional Activities

1. Review the previous activity.
2. Ask the students to raise their hands if they traveled on a public road that morning on their way to school. Ask them, also, how many have had to use the services of the fire department, the police department, or the ambulance service.
3. Explain that services such as those mentioned above are considered public services. Ask students to list other goods and services that are provided to the public by the government.
4. Ask students to list reasons the government provides these goods and services instead of leaving it up to individuals to take care of these services themselves. Ensure the discussion includes the following:
 - It is more efficient.
 - The goods or services may benefit individuals other than the purchaser.
 - The value of the goods or services is greater than the individual consumer could afford.
 - It promotes economic equity.
5. Discuss the local, state, and/or national government organizations that provide these services. Ask the students how the government collects the funds to pay for these services. (Ensure they include income, sales, and property taxes as well as any other methods the government has to raise funds.)
6. Assign a teacher-selected reading, worksheet, or other reinforcement activity.

Session 5: The Government's Role in the Economy

Materials

- Internet access
- Overhead projector

Instructional Activities

NOTE: The following Web sites may be helpful in the study of the government's role in the economy:

- <<http://www.epa.gov/>>
- <http://usinfo.state.gov/ei/economic_issues/intellectual_property.html>
- <<http://www.ftc.gov/ftc/consumer.htm>>
- <<http://www.usda.gov/da/employ/Dues%20Advisory.pdf>>

1. Review the content from the previous session
2. Display the following questions on the board or overhead transparency:
 - How does the government protect the environment?
 - What is the role of the government in protecting property rights?
 - What is the role of the government in the enforcement of legal contracts?
 - How does the government protect consumer rights?
 - What is the government's role in labor-management relations?
 - How does the government regulate marketplace competition?
3. Divide the class into pairs, and instruct each pair to research the answers to the questions.
4. Provide one or two sessions for students to conduct their research and prepare a paper that responds to each question.

Session 6: Student Research Reports

Materials

- None identified

Instructional Activities

1. Allow time for students to report their findings to the questions from Session 5.
2. Discuss each answer, ensuring the students have identified the Essential Understandings and Essential Knowledge from Standard GOVT.16c.

Session 7: Assessment

Materials

- Assessment

Instructional Activities

1. Administer the assessment on the government and the economy. Sample assessment items are provided in Attachment A.

Attachment A: Sample Assessment Items

1. Conduct research on an area of the United States economy, and explain in a one-page paper the impact the government has on that area. Include, on an additional one-page paper, your opinion on whether the government is too involved or not involved enough in this area, and defend your opinion by providing facts.
2. Examples of areas that may be researched are listed below. If you wish to research an area not listed, please have the teacher approve your plan before you proceed.
 - Privatization of government services
 - Utility rates
 - Medical care (to include cost and prescription drugs)
 - Product safety
 - Environmental issues (related to large manufacturing)
 - Production limits
 - Import/export limits
 - Minimum wage
 - Ability to purchase property
 - Social security
 - Taxes on small business
 - Interest rates
 - Food production